

Pine Estates Elementary School



2014-15 School Improvement Plan

Pine Estates Elementary School

10741 PINE ESTATES RD E, Jacksonville, FL 32218

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	79%

Alternative/ESE Center	Charter School	Minority
No	No	90%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission

Pine Estates Elementary School, in partnership with families and the community, will provide quality educational opportunities that will inspire students to learn while motivating them to become life long learners.

Provide the school's vision statement

Vision

The faculty and staff at Pine Estates Elementary School are committed to providing a safe and nurturing environment where all students can meet or exceed academic standards.

School Environment

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

Use of the District Instructional Framework and Gradual Release Model: Teachers implement scaffolded instruction that incorporates real world applications and learning experiences. This framework creates an environment where the teacher and students are able to build a collaborative learning environment where students share their ideas and cultural experiences.

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

School Emergency Plan and Response Team:

To ensure the safety of the faculty, staff and students, an Emergency Plan was developed collaboratively with support from the DCPS Healthy Schools Office, Leadership Team, and the Shared Decision Making Team. The Emergency Plan outlines specific procedures during Code Red and Yellow Emergencies such as intruders, fires, tornados, natural disasters, and/or any emergency situation. The DECON radio system and School Emergency Response Team (SERT) are activated in event of emergencies. Faculty and staff members are trained annually on emergency procedures and drills are conducted throughout school year.

A School-wide Discipline Plan is followed to establish an orderly environment and outline guidelines for active supervision. A full-time Resource Officer actively monitors the perimeter of the school and follows procedures to ensure the safety of students and faculty members. Staff members are trained in Champs and Foundations which teaches classroom management and positive interactions with teachers and students. The Foundations Team meets to discuss, review and identify solutions to safety concerns. The Shared Decision Making Team works closely with the Leadership Team to implement policies related to safety. Other safety measures include maintaining a surveillance camera at the entrance of the school, requiring visitors to sign in and out at the main office, requiring adult supervision of students, and conducting screenings of volunteers through the Florida Sexual Predator Database.

Our school creates an environment where students feel safe and respected before, during, and after school by implementing the following programs and activities:

Bully Prevention:

Our school counselor and classroom teachers utilize the Second Step curriculum to provide students with strategies on effective communication and interaction with their peers. Administrators follow

district procedures on bully prevention to ensure a positive school culture and bully free environment.

Student of the Month/Character Education:

Our school counselor provides character education to whole group and individual students throughout the school year. Each month, a Character Trait is introduced and highlighted on our Character Counts bulletin board. A Student of the Month celebration is held monthly to recognize students who exhibit outstanding character. The guidance counselor also provides teachers and students with additional support and resources to assist with implementing monthly character traits.

Active Supervision of Common Areas:

As a way to build positive relationships with students, faculty and staff members consistently greet students as they arrive to school and actively monitor and supervise all common areas before and after school.

Red Ribbon Week

Pine Estates Elementary implements activities during Red Ribbon Week that support prevention of violence and the use of alcohol, tobacco, and drugs. This activity helps to foster a safe, drug free learning environment that supports student growth and achievement.

Climate and Foundations Surveys:

Each year, students and teachers participate in the Climate and Foundations Surveys. The surveys of stakeholders are utilized to analyze trend data such as attendance, discipline referrals, and incident reports to increase school safety. Common Area Assessments are also utilized in order to develop an implementation plan and provide a safe and civil school environment. Team members work to align the School-Wide Discipline Plan with the strategies from the Foundations program. Team members also assist with in-service training for the faculty and staff members during Early Release Days.

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

CHAMPS and Foundations strategies are implemented by classroom teachers during daily instruction in order to minimize distractions and maintain student engagement. New and novice teachers participate in professional development on the implementation of CHAMPS strategies. Our school counselor and leadership team members serve as CHAMPS trainers and provide modeling and support to teachers throughout the school year. School-wide Rituals and Routines are also implemented and posted in common areas that include the cafeteria, playground, restrooms, and hallways. Students are oriented to these expectations during quarterly school-wide assemblies. In addition, Collaborative Learning Strategies are also utilized to motivate students and increase the level of student engagement during instructional activities. The Collaborative Learning Strategies are posted within classrooms, incorporated within lesson plans and included as a part of the daily instructional delivery.

Our School-wide Rituals and Routines are directly aligned to the DCPS Code of Conduct. Teachers and students are provided with an orientation on the Code of Conduct which includes an overview of the levels of violations, teacher and student expectations and consequences for each violation. Administrators work with teachers and students to reinforce established protocols and maintains clear behavioral expectations.

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

Pine Estates Elementary School employs a full-time School Counselor to provide students access to a wide range of resources and support. Our School Counselor facilitates the Learning for Life and Character Education programs, conducts small group counseling, conflict resolution, and assists teachers with Response to Intervention (RTI) to identify students who are struggling academically and behaviorally.

The School Counselor also facilitates the Student of the Month program and provides training for

teachers on strategies from the DCPS Early Warning Signs Procedures for Response to assist teachers and parents with behavior, emotional and academic monitoring of identified students. The guidance counselor also works with the Full Service Schools and other outside agencies for additional counseling and assistance.

Early Warning Systems

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

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

The Early Warning System at Pine Estates Elementary School includes the following:
 Suspensions: Students who receive 3 or more referrals that result in ISSP and or Out of School Suspension. Data sources that will be utilized include: Genesis reports and documentation of disciplinary referrals.
 Attendance/Chronic Absences: Students who are absent 5 or more days within a month and 10 or more days in a nine weeks. This will include both excused and unexcused absences. Data sources that will be utilized include: OnCourse Attendance Reports, Genesis Reports, Daily Attendance, Logs, and Student Check Early Check Out Logs
 Course Failure in Reading and Mathematics: Students who score at a Level 1 or 2 on the FCAT and/or fall below grade level will receive targeted support and interventions in reading and math. Data sources that will be considered include: i-Ready Diagnostic Assessment (Reading and Math), CGA Assessment Data, DAR, Quarterly Progress Reports and Report Cards
 Students who fall in the categories listed above will receive on-going progress monitoring that will include Response to Intervention (RTI) strategies and the development of a Progress Monitoring Plan (PMP).

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	11	5	4	1	8	41
One or more suspensions	6	20	16	12	11	6	71
Course failure in ELA or Math	3	2	2	1	0	0	8
Level 1 on statewide assessment	0	0	0	1	17	17	35

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

Indicator	Grade Level			Total
	1	2	5	
Students exhibiting two or more indicators	3	2	3	8

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

Student Attendance:
 Teachers will use the Oncourse System and Genesis to monitor and input daily attendance and notify the administration and guidance counselor of students who are chronically absent and or tardy to

school.

Parents will be notified of daily absences utilizing the School Messenger System.

The CRT Operator will monitor daily attendance and provide support for novice teachers on procedures for completing daily attendance.

The School Messenger System will be used to notify parents when students are absent from school. The guidance counselor and CRT Operator will collaborate with the District Attendance Officer and review monthly attendance reports and identify students who exhibit chronic absences. Parents will be contacted in order to schedule an Attendance (AIT) meeting.

Student Suspensions:

Teachers will implement CHAMPS strategies and School-wide Rituals and Routines with fidelity. These strategies will be implemented to assist teachers with classroom management and daily routines.

The School Counselor will promote Character Education and utilize the Step Up to Bullying Curriculum bi-weekly to maintain positive behavior throughout the school. Students who have maintained positive behavior and exemplified good school citizenship will be recognized monthly during our Student of the Month Celebration.

Strategies from CHAMPS and RTI will be utilized school-wide to provide a safe and civil school environment.

A continuum of actions aligned with the DCPS Code of Conduct will be utilized to reduce suspensions by implementing Positive Behavior Interventions and Support along with Restorative Practices.

The Foundations Team will meet during monthly meetings to review referral data based upon occurrences in common areas, classrooms, and grade levels. School-wide rituals and routines and strategies will be developed to monitor and increase active supervision as a way to reduce Code of Conduct violations and incidents that may result in referrals.

Quarterly school-wide assemblies will be held by administrators to reinforce expectations and rituals and routines.

A Guidance Referral will be utilized to refer students for group counseling and mediation.

Faculty members will actively supervise students in common areas, during morning arrival and dismissal.

Course Failure in Reading and Math:

Teachers will develop a Progress Monitoring Plan for all students who score at a Level 1 or 2 on the Reading/Math Florida State Assessment and or are in jeopardy of failing. A parent/teacher conference will be initiated to develop goals and strategies to support students. The plan will be uploaded into the SEAS Achieve Data Management System. Goals and strategies will be reviewed each quarter.

Students who are not responding to the Core instruction will be referred to the Response to Intervention Team (RTI). The RTI Team will support teachers and provide assistance with the implementation of Tier II

and III instructional strategies and remediation, and analysis of data. Parents will participate in the development of the RTI goals and Tier II/III strategies. Students who are in need of Tier III interventions will be referred to the Multidisciplinary Team for further support.

Teachers, coaches, interventionist, and administrators will consistently analyze and review CGA, DAR, i-Ready Diagnostic, Achieve data to assess students progress and identify next steps for improvement.

All students who are in jeopardy of failing reading and or math will receive an additional 30 minutes of daily support from our Safety Net Team Members in reading and or math.

Students will receive an additional 60 minutes of reading instruction that is differentiated based upon their individual needs during our Extended Learning Hour.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/181869>.

Description

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

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

Pine Estates Elementary School builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support our school and student achievement by implementing the following:

School Advisory Council (SAC) meets a minimum of 8 times per year to assist with the preparation and evaluation of the School Improvement Plan, Parent Involvement Plan, and Parent Compact. Our School Advisory Council consists of representatives from the following areas: Community/Business, Parents, Educational Support, Teachers, SAC and the Principal. SAC members recommend various support services and activities to the principal. In addition, SAC participates in the review of student performance data, causes of performance, and next steps to improve student achievement.

An Annual Stakeholder's meeting is held each year to engage parents, community members, business partners and faculty members in a discussion related to our school purpose, academic progress and next steps for school improvement.

Pine Estates Elementary School provides parents with resources, materials and information on a variety of skills and strategies to enhance student learning and increase parental involvement. Throughout the year, faculty and staff members work along with the Title I Office to provide a series of Parental Involvement Workshops and Professional Development for parents in the areas of reading, writing, math and science. Activities include: PTA, Family Learning Nights, Doughnuts for Dads, Muffins for Moms, Goodies for Grannies, Reading Make and Take, Science Night and Parent Conference Night. A parent resource center is available to all parents to access the Grade Portal, check out academic resources and obtain information related to district and school events and services.

During our Annual Title One Parent Involvement Meeting, parents are invited to discuss revisions to our Vision and Mission, Parent Compact Agreement as well as Parent Involvement activities such as Reading and Math Make and Takes, Parent Night programs and workshops that encourage a connection between school and home.

Volunteers are a vital part of student success at Pine Estates Elementary School. Our goal is to continue to increase the number of volunteers who support our school each year. Our faculty and staff members work hand and hand with the the District Community Engagement Office to encourage interested parents and

citizens to join us in our mission to provide every student with a high quality education.

Pine Estates Elementary School also seeks to partner with local businesses as a way to increase student achievement and build positive relationships with stakeholder's in the community.

Each year, our school partners with the Cathedral Arts Project program in order to provide quality, standards-based instruction in visual arts to enhance student creativity and learning. Students in grades 2 through 5 participate in the Cathedral Arts Program twice weekly. Each year student work is displayed and recognized within the local community.

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
Quarles, Michelle	Principal
Hill, LaSha	Assistant Principal
Thomas , Shaakera	Instructional Coach
Washington, Teri	Instructional Coach

Duties

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

Michelle Quarles, Principal: Provides a common vision for the use of data based decision-making; ensures that the school-based team is implementing a Multi-Tiered System of Supports and RTI; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support a Multi-Tiered System of Supports and RTI implementation; and communicates with parents regarding school-based Safety Nets, RTI plans and activities.

La’Sha Hill, Assistant Principal: Supports a common vision for the use of data based decision-making; monitors the school-based team to ensure that a Multi-Tiered System of Supports and RTI is implemented; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support a Multi-Tiered System of Supports and RTI implementation; and communicates with parents regarding school-based Safety Nets, RTI plans and activities.

Shaakera Thomas, Reading Coach: Develops and leads the core reading instruction by identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Collaborates with teachers to develop assessments, analyze data, and identify strategies to deliver Tier 2/3 instruction/interventions. Provides professional develop to assist teachers with integrating Tier 1 materials/instruction and monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Teri Washington, Math Coach: Develops and leads the core math instruction by identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Collaborates with teachers to develop assessments, analyze data, and identify strategies to deliver Tier 2/3 instruction/interventions. Provides professional develop to assist teachers with integrating Tier 1 materials/instruction and monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; and provides support for assessment and interventions.

Anjаланette Lundy- Reading Interventionist – Provides explicit instructional support in the area of reading for students falling within the Bottom Quartile or scoring a level 1 or 2 on the FCAT Reading Assessment through the following: pushing-in to classes, facilitating small group/guided reading instruction, and pull-out instruction to provide an additional 30 minutes of daily remediation in reading. The Reading Interventionist will work to increase proficiency and achievement with students not meeting mastery in reading.

Dayna Karl- Resource Teacher - Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instructions; and collaborates with general education teachers through such activities as co-teaching, facilitation and consultation.

Shakesha Swift, School Counselor - Provides quality services and expertise on issues ranging from community agencies to schools and families to supports the child's academic, emotional, behavioral, and social success; provides consultation serves to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

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

In order to meet the needs of all students and maximize desired student outcomes, our school implements the following:

Each year, our school participates in a Shared Decision Making process that includes input from Stakeholders such as teachers, parents, business and faith based partners. During this process, Stakeholders provide input on the allocation of funding, services, programs and instructional resources. Resources are monitored, inventoried, and equally distributed by administrators, instructional coaches, and Textbook Manager. Inventory checks are conducted throughout the year to ensure that resources are effectively maintained.

The MTSS/RTI Leadership Team of Pine Estates utilizes the following processes to monitor the implementation of the MTSS and SIP: MTSS/RTI Team members will consistently attend all district RtI training; The team facilitates professional development and shares interventions strategies with school faculty and staff on RTI practices; Our team members collaborate with District Instructional Specialists to allocate resources to support core and small group instructional needs; The MTSS/RTI Team members utilizes the problem solving method to probe for causation, analyze and disaggregate school wide student performance data, and identify next steps for improvement by grade level and individual students; Monitor the implementation of the three-tiered Response to Intervention model in our school; Assess school needs for classroom teachers, V. E. Resource, coaches, interventionist and support staff based upon the individual needs of students, class size and the School Based Allocation Model.

The team meet regularly to engage in the following activities: review baseline, and quarterly district assessments to guide instructional decisions and next steps for improvement; review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on data and/or observations, the team will identify professional development needs and resources. The team will also collaborate as needed, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the MTSS/RTI Leadership Team, other building instructional teams such as Professional Learning Communities (PLC's), grade level teams will carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

Identifying and analyzing systematic patterns of student need, identifying appropriate evidence-based differentiation and intervention strategies, implementing and overseeing progress monitoring, analyzing progress monitoring data and determining next steps

Title I, Part A

Reading Coach: (Title I): Our school's Reading Coach facilitates and provides professional

development, and coach for teachers utilizing a standards-based curriculum. Best practices are implemented through modeled lessons and classrooms, professional development, and coaching. An Intensive Remediation and Safety Net Plan are implemented for grades K – 5 to support lower performing students on the FCAT and District Curriculum Guide Assessments.

Math Coach: (Title I): Our school’s Math Coach facilitates and provides professional development, and coach for teachers utilizing a standards-based curriculum. Best practices are implemented through modeled lessons and classrooms, professional development, and coaching. An Intensive Remediation and Safety Net Plan are implemented for grades K – 5 to support lower performing students on the FCAT and District Curriculum Guide Assessments.

Math Interventionist: (Title I): The Math Interventionist collaborates with classroom teachers, coaches and administrators by analyzing and disaggregating data and utilizing Insight/Inform, FCIM Assessments, CGA'S, and I-Ready to implement and guide small group instruction.

Reading Interventionist (Title I): The Reading Interventionist collaborates with classroom teachers, coaches and administrators by analyzing and disaggregating data and utilizing Insight/Inform, FCIM Assessments, CGA'S, DAR, and Bartons Reading and Spelling Program to implement and guide small group instruction.

Parental Involvement: (Title I): Pine Estates Elementary School provides parents with resources, materials and information on a variety of skills and strategies to enhance student learning and increase parental involvement. Throughout the year, faculty and staff members work along with the Title I Office to provide a series of Parental Involvement Workshops and Professional Development for parents in the areas of reading, writing, math and science.

Supplemental Educational Services: Through the Title I office, students are eligible to receive free tutoring services from outside agencies. These services are offered after school and a variety of private education providers are available for parents to choose from.

Supplemental Academic Instruction (SAI): SAI funds are used to provide remediation to all students who score at level 1 or 2 on the FCAT and or fall below grade level. Remediation and support is provided during our before-school, after-school and Saturday School tutoring programs. The goal is to reinforce test taking skills and strategies for 3rd, 4th, and 5th grade students.

Nutrition Programs: All students have the opportunity to eat breakfast at the beginning of the instructional day. This is a free Federal funded program for Title I Schools. All students have the opportunity to eat lunch free. This is a free Federal funded program for Title I Schools.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Michelle Quarles	Principal
Bernice Moss	Education Support Employee
Cynthia Diggett	Teacher
Michael Gant	Business/Community
Nydia Casas	Parent
Courtney Nelson	Parent
Michann Jones	Parent

Duties

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

Evaluation of last year's school improvement plan

At the beginning of each school year, the principal meets with the School Advisory Council (SAC) and conducts a State of the School presentation. The presentation provides an overview and analysis of our academic progress and school grade that is aligned with the Florida Department of Education School Accountability Report. The presentation focuses on the the following areas:

1. Overview of the school grade
 2. Student meeting high standards in reading, math, writing and science
 3. Student making learning gains in reading and math
 4. Students in the Lowest Quartile making learning gains in reading and math
- SAC Members participate in evaluating the School Improvement Plan goals and strategies related to the following areas:

1. Development of the strategic focus and targeted areas for improvement
2. Strategies for improvement
3. Review of the Vision and Mission
4. Focus for professional development
5. Use of the School Improvement Funding

The School Improvement Plan goals and strategies are then adjusted with input from the School Advisory Council.

Development of this school improvement plan

Each year, the School Advisory Council is provided the opportunity to work collaboratively with the principal and staff members to develop goals and objectives and identify strategies for school improvement. Throughout the school-year, SAC members participate in a variety of activities that are designed to monitor and adjust SIP objectives and goals as needed.

These activities include but are not limited to the following:

- Input on the development of the school budget and use of the School Improvement Funding
- Review of the FDOE School Accountability Report, School Grade, assessment data and the establishment of annual academic goals
- Participation in the Mid-Year Stakeholder's Assessment to provide input and suggested changes to the School Improvement Plan
- Participation in the analysis of the end of the year assessment data to include District and State Assessments

Preparation of the school's annual budget and plan

Each year, the principal works with our Shared Decision Making Team and SAC Members to discuss and review our annual school budget allocation and plan. SAC Members are provided an opportunity to share their input in the budget process and make suggested on the use of School Improvement Funds. SAC Members work with the principal to ensure that the School Improvement Funds are allocated based upon the goals and strategies outlined within our School Improvement Plan.

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

The School Improvement funds from last year were used to support the following areas:

Reading: Books of the Month for each classroom (K-5) - \$1000.00
Student Planners - (K-5) \$500.00

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
Quarles, Michelle	Principal
Hill, LaSha	Assistant Principal
Thomas , Shaakera	Instructional Coach
Washington, Teri	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Team will maintain a focus on the following areas during the 2014-2015 school year: Integration of the new Florida State Standards, The Four Pillars of Excellent Instruction (Student engagement, rigorous instruction, student understanding, and students taking ownership), Differentiation of Reading Instruction

The Literacy Leadership Team will provide in-depth professional development for K-5 teachers on the Florida State Standards (FSS), Four Pillars of Excellent Instruction and implementation of small group and differentiated literacy instruction. Professional development will be implemented on Early Release Days and during weekly PLC meetings. During these sessions, teachers will gain a deeper understanding of how to fully implement and integrate the FSS across all content areas. An emphasis will be placed on the following: Introduction and Overview of the Florida State Standards aligned with the Four Pillars of Excellent Instruction K-5, Unpacking the FSS. Vertical Articulation, and Analyzing Text for Complexity.

Connecting Reading and Writing Across All Content Areas (FSS)

The Literacy Leadership Team will provide in-depth professional development for K-5 teachers on Close Reading. Teachers will utilize the District Curriculum Guides and supplemental resources to model strategies, facilitate novel studies and introduce literature circles. Students in grades K-5 will also develop skills to compose informational texts across all content areas, develop opinions and utilize evidence from the text to support answers.

Literacy Leadership Team members will work with teachers to ensure that students are provided with opportunities to consistently read in order to build stamina, increase fluency rates and increase comprehension skills. Team members will provide professional development for literacy instruction emphasizing best practices and instructional strategies that promote reading. As a way to further integrate reading across all content areas, team members will monitor the implementation of the Book of the Month activities, One Million Word Campaign, Reading Celebrations, and Parent Workshops that provide information related to reading strategies” to help parents to encourage their child to read.

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

Pine Estates Elementary School is committed to building a positive school culture between teachers that is based upon shared beliefs and values about teaching and learning. Our schools leadership has established a system of authentic and meaningful ways to build positive relationships while sustaining collaborative planning and instruction between teachers. The following strategies are implemented: Collaborative Learning Strategies and Instructional Protocols: Collaborative learning strategies and

instructional protocols are utilized as a way to build collegiality and strengthen communication and positive relationships among faculty and staff members. During professional development sessions, teachers are exposed to activities that are catered to adult learners. A variety of interactive activities are utilized to increase the social interaction and familiarity among staff members.

Community Agreements/Norms of Collaboration: Community Agreements and Norms of Collaboration are used to establish standards of acceptable and proper behavior during professional development sessions and common planning meetings. Faculty members work collaboratively to develop community agreements and select one of the Seven Norms of Collaboration as a focus for each professional development session.

Our school provides teachers with a variety of opportunities to collaboratively plan and develop lessons that are aligned with our District Instructional Framework and Florida State Standards. These collaborative opportunities include: Coaching Cycles, Grade Level Common Planning Meetings, Weekly Professional Learning Community (PLC) Meetings, Mentoring and Induction of Novice Teachers (MINT), Early Release Day Professional Development Sessions, Collegial Observations, Shared Decision Meetings, and Leadership Team Meetings.

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

Each year, Pine Estates Elementary School works in conjunction with the DCPS Human Resource Staffing and Certification departments to identify and hire highly qualified teachers. The "Open HR" system is utilized to access a data base of qualified candidates. New teachers are also recruited from the Teach For America program. Pre-interns are selected from college based programs (University of North Florida, FCCJ) to train at our school during fall and spring internships. Upon graduating, qualified candidates from the college based

programs are recruited and hired. The selection and recruitment of teachers is based upon the needs of our school and student/teacher ratios as reflected in our Spring/Fall FTE and Budget Allocation. In order to ensure the success of all new teachers, DCPS provides training and professional development through the Mentoring and Induction for Novice Teachers (MINT) program. At the beginning of each year, new teachers and staff members are required to participate in District orientation programs as well as the MINT Program. The Mentoring and Induction for Novice Teachers program is designed to meet the individual professional development needs of each teacher based upon their experience. As a part of MINT, teachers are provided an opportunity to develop an Individual Professional Development Plan (IPDP) based on their college certification and experience. Each first year teacher is provided with a mentor to assist with the development of their action plan, collegial observations and support during the school year.

As a way to retain highly qualified teachers and staff; in-service training is provided through Professional Learning Community meetings and during Early Release Day professional development sessions. District Specialist and school based coaches assist teachers with collaborative planning, accessing resources and support with instructional delivery. Professional development goals and objectives are directly correlated with our School Improvement Plan and is reviewed during weekly Leadership Team Meetings. Leadership conducts formal and informal observations, reviews lesson plans regularly, and also conducts periodic focus walks. In addition, teachers are provided feedback and support through the Collaborative Assessment System for Teachers (CAST).

As a part of the Collaborative Assessment System for Teachers (CAST), teachers are required to develop and implement an Individual Professional Development Plan (IPDP). This plan is utilized by teachers utilize to establish professional development goals and objectives that are aligned with specific performance data of students in which the teacher is assigned. The teacher works with coaches, district specialists and administrators to receive on-going professional development aligned to their IPDP.

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

All first year/novice teachers are required to participate in and complete all components of the DCPS'S MINT (Mentoring and Introduction for Novice Teachers) Program. Novice teachers and their Mentors will meet weekly to discuss evidence-based strategies for each domain of the teacher evaluation. The mentor is given time to observe the new teachers. Time is also provided for the new teacher to receive feedback and coaching from their mentor teacher. The mentor and new teacher will establish time to plan lessons based upon feedback from collegial observations. Instructional Coaches will also model lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies. Mentor and teachers meet monthly with the PDF and principal to review progress and reflect on professional learning.

Expert teachers collaborate with instructional coaches and District Specialists to support new teachers through Coaching Learning Cycles, modeled lessons and co-teaching in order to improve student engagement, lesson planning and instructional delivery. New teachers participate in the district-sponsored workshops on classroom management, curriculum and instruction. The principal, mentor and District Cadre also provides assistance and support through formal and informal observations and modeling where teachers receive formative feedback and targeted coaching. Instructional support is individualized and aligned with the new teacher Individual Professional Development Plans.

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

Other considerations include:

Subject/grade level, certification, disposition/interpersonal skills, common planning, and level of expertise.

Teri Washington (Mentor)

Taneshia Atwater (MINT Teacher)

Ms. Atwater is a second year teacher. Ms. Washington has over 8 years of experience in elementary education. Her knowledge of the intermediate grade levels, specifically math will assist Ms. Adkison in gaining the necessary skills needed to become an effective teacher. She also serves as our Professional Development Facilitator (PDF)

Shaakera Thomas (Mentor)

Cheri Robinson (MINT Teacher)

Ms. Robinson is a first year teacher. Ms. Thomas is the Reading Coach with over 8 years of experience in Elementary Education. She is an experienced teacher who has shown significant learning gains in the area of reading.

Cynthia Diggett (Mentor)

Autumn Carter (MINT Teacher)

Ms. Carter is a third year teacher. Ms. Diggett is an experienced teacher with over 28 years of experience in Elementary Education. She served as the Professional Development Facilitator.

Teri Washington (Mentor)

Ashly Atkinson (MINT)

Ms. Atkinson is a first year teacher. Ms. Washington has over 8 years of experience in elementary education. Her knowledge of the intermediate grade levels, specifically math will assist Ms. Adkison in gaining the necessary skills needed to become an effective teacher. She also serves as our Professional Development Facilitator (PDF)

Kimberly Jackson (Mentor)

Cynthia Diggett (Mentor)

Ms. Jackson is a second year Pre-k teacher. Ms. Diggett is an experienced primary grades teacher with over 28 years of experience in Elementary Education. She has served as the Professional Development Facilitator.

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

Our school ensures that the instructional time along with material and physical resources are aligned to Florida State Standards. Classroom and course schedules are directly aligned to the State of Florida Course Code Directory, Florida State Standards, and Duval County Public Schools Instructional Framework for Learning.

Each year, administrators and teachers are identified to participate in a review of instructional materials that are aligned with Florida State Standards. All curriculum and instructional materials are then vetted and a list of resources are identified and approved to utilize during the core instruction. A team of curriculum writers that consist of teachers, administrators, and district specialists meets yearly to develop the DCPS Curriculum Guides and Assessments that are aligned with the Florida State Standards and Course Code expectations at each grade level. Instructional materials and resources are adjusted as needed to ensure that students are engaged in rigorous learning activities that are aligned to the Florida State Standards.

Our school also provides equitable opportunities to attain challenging learning experiences that are directly aligned with the DCPS Pupil Progression Plan. The Pupil Progression Plan is reviewed and modified each year by selected teachers and administrators. Teachers are provided with clearly defined grading criteria that represents the attainment of content knowledge and skills that are consistent across all grade levels. To ensure that core instructional programs are consistent, our school utilizes a Uniform Content Area Grading Scale that is developed with the support of administrators and teachers.

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

During weekly PLC Meetings, curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. This data is compiled and posted in the "Data Room", where weekly Professional Learning Community meetings take place. Teachers utilize data from the District Curriculum Guide

Assessments, Achieve 3000, DAR, and I Ready to design, implement, and evaluate Florida Continuous Improvement Model (FCIM) calendars and whole group lessons. Data is further used to differentiate and provide small group instruction in addition to Tier II and Tier III interventions based on the needs of individual students.

Leadership Team members also disaggregate student data and develop spreadsheets outlining student performance. School based coaches and teachers then identify patterns in the data to provide prescriptive instruction. Administrators monitor the implementation of assessment data and small group instruction during daily focus walks, informal and formal observations. Feedback is provided to teachers utilizing the Collaborative Assessment System for Teachers (CAST) Post Conference Meetings.

As a way to provide and coordinate learning support services to meet the unique learning needs of students, teachers receive professional development and support from our District ELL and ESE Specialists to ensure that lesson plans address second languages and accommodations for identified students. V. E. Resource teachers work collaboratively with general education teachers to ensure that a continuum of services is provided for identified students. Teachers consistently utilize data to identify to monitor student progress, assess learning needs and provide differentiated and small group instruction for all students.

Students who score at a Level 1 or 2 on the State Assessment in reading and math and or fall below grade level receive an additional 30 minutes of instruction that is differentiated to meet the individual needs of students. Our School-wide Safety Net team pushes in to classes to support the needs of identified students.

In addition, our school provides an additional hour of reading instruction during our Extended Day program. During the extended hour, students receive small group and differentiated instruction that is aligned to their individual needs. Teachers and administrators disaggregate and utilize various sources of data that include, CGA, DAR, FCAT, and i-Ready to develop strategic plans that outline targeted reading interventions and enrichment activities for all of our K-5 students.

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

Strategy: After School Program

Minutes added to school year: 2,100

Science Club: Scientist of the Future is an after school club for 4th and 5th grade students. It is designed to build and strengthen students knowledge of the scientific process and inquiry based learning. Students explore with hands-on activities that showcase a variety of scientific concepts that are based on the state standards.

Strategy Rationale

The Science Club will serve as a vehicle to enrich student experiences with the scientific thinking process and hands-on explorations. Students are encouraged to explore these opportunities and to participate during weekly sessions. These activities help to enhance academic growth, build leadership skills, strengthen critical thinking, and cultivate a positive school culture.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Quarles, Michelle, quarlesm@duvalschools.org

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

Teachers will utilize data from weekly attendance, Interactive Journals, Performance Matters, State Assessments, FCAT Test Maker, District Curriculum Guide assessments to identify next steps for instruction and targeted support.

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

Pine Estates Elementary School works closely with area day care centers, VPK, and pre-k programs to successfully transition students into Kindergarten. Incoming students are provided with an opportunity to tour the school and collaborate with teachers as they prepare to transition students. Within the first 30 days of enrollment, kindergarten students are given the Florida Kindergarten Readiness Assessment (FLKRS) which is designed to provide for the screening of each child's readiness for Kindergarten. (Letter Naming Fluency and Initial Sound Fluency) The results from this assessment are used to group students for differentiated instruction and to provide intensive intervention.

To ensure the success of our outgoing students, our school works in conjunction with Highlands

Middle School which serves as our feeder school. Each year, the school counselors from both schools meet with students to facilitate a career planning session and orientation to the middle school setting.

In addition, our School Choice Theme, "STEAM Academy" is directly aligned with both our middle and high school feeder school course offerings. This alignment provides opportunities for students to continue to participate in programs that provide unique experiences that will ultimately lead to college and career readiness.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** Increase teacher effectiveness with the use of data and progress monitoring to differentiate instruction on a daily basis.
- G2.** Increase the effectiveness of School-wide Rituals and Routines, Foundations, and Positive Behavior Strategies to provide a safe learning environment and opportunities for students to grow academically.
- G3.** Increase teacher effectiveness with implementing the new Florida State Standards and Four Pillars of Excellent Instruction to provide rigorous instructional activities on a daily basis.
- G4.** Increase teacher effectiveness with implementing our School Choice Theme (STEAM Academy) to enhance students ability to think critically, problem solve, and participate in hands-on labs and inquiry based learning activities.

Strategic Goals Detail

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

G1. Increase teacher effectiveness with the use of data and progress monitoring to differentiate instruction on a daily basis. 1a

G038642

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	60.0
Math Gains	66.0
ELA/Reading Lowest 25% Gains	64.0
ELA/Reading Gains	66.0

Resources Available to Support the Goal 2

- School Based Coaches and District Specialists
- District Curriculum Guides
- Performance Matters Data Management System
- District Approved Technology: I-Ready, Seas Achieve, Achieve 3000, Performance Matters, Write to Learn
- School Safety Nets and Progress Monitoring Plans
- Assessments: FCIM, and i-Ready, DAR (TTS)
- Weekly PLC Meeting Schedule
- RTI and MRT Meetings
- Intervention Resources: Barton Reading and Spelling System and Comprehension Tool Kits
- Individual Educational Plans (IEP's)
- Extended Day Program
- General Education and V. E. Resource Teachers

Targeted Barriers to Achieving the Goal 3

- Implementation of small group conference logs, anecdotal notes, and instructional strategies documented with fidelity.
- Teacher understanding of how to effectively monitor student progress and use of data to document Safety Nets, and RTI strategies.
- Teacher understanding of the district initiated data system, analysis and use.

Plan to Monitor Progress Toward G1. 8

Administrators, Leadership Team Members, teachers and SAC Members will analyze data from the District Curriculum Guide Assessments, FCIM, DAR, and I-Ready to monitor student learning gains in reading and math. Progress towards increasing teacher effectiveness with the use of data and progress monitoring to differentiate instruction will be monitored during the following activities:

School Improvement Mid-year Review.

Annual Stakeholders Meeting

Quarterly Data Chats

Next steps for instruction and adjustments to the School Improvement Plan goals and strategies will be made based upon student performance data.

Person Responsible

Michelle Quarles

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence of the Mid-year SIP Review and Updates, Annual Stakeholder's Assessment Meeting Agenda and Sign-In, Individual Professional Development Plan Reviews (Quarterly), Leadership Team Meeting Agendas and, Sign-In, SAC Meeting Agendas and Sign In

G2. Increase the effectiveness of School-wide Rituals and Routines, Foundations, and Positive Behavior Strategies to provide a safe learning environment and opportunities for students to grow academically. 1a

G038644

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	59.0
Discipline incidents	64.0

Resources Available to Support the Goal 2

- Principal
- Assistant Principal
- Response to Intervention (RTI)
- Foundations/Champs
- Character Education Second Step

Targeted Barriers to Achieving the Goal 3

- The need to implement and maintain school-wide rituals and routines to decrease the number of students in need of targeted intervention and remediation.

Plan to Monitor Progress Toward G2. 8

The principal, Leadership Team, SAC and Foundations Team members will meet during the Annual Stakeholder's meeting to review SIP goals and strategies related to Character Education, TNTP, Gallop and disciplinary data. A Mid-year SIP review will be conducted to identify next steps for improvement and adjustments will be made based upon data.

Person Responsible

Schedule

Monthly, from 8/28/2014 to 6/4/2015

Evidence of Completion

Documentation of RTI Meetings Agendas, Referral Data from Genesis, Gallop and TNTP Climate Survey Data, Classroom Observations, Foundations Common Area Observations, Evidence of CHAMPS strategies within classrooms, and RTI Meeting Agendas and Strategies

G3. Increase teacher effectiveness with implementing the new Florida State Standards and Four Pillars of Excellent Instruction to provide rigorous instructional activities on a daily basis. 1a

 G038645

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	64.0
AMO Reading - All Students	59.0
AMO Reading - ED	59.0
AMO Math - ED	64.0
FCAT 2.0 Science Proficiency	73.0

Resources Available to Support the Goal 2

- Classroom Teachers
- School Based Coaches and District Specialists
- District Curriculum Guides and Novel Studies
- Techonlogy: i-Ready, Xtra Math, and Achieve 3000, and Write to Learn
- Saturday School, Before and After School Tutoring
- Sunshine Math
- Florida State Standards and Item Specifications, Florida State Writing Rubric, and Reading Exemplars
- Collaborative Learning Strategies
- Four Pillars of Excellent Instruction
- Assessments to Include: CGA, FCIM, DAR, i-Ready
- Professional Learning Community (PLC) and Early Release Day (ERD) trainings.
- Problem of the Day
- Interactive Journals
- Reading Exemplars
- Books of the Month/Response to Literature

Targeted Barriers to Achieving the Goal 3

- Teacher understanding of how to utilize the District Curriculum Guides, Item Specifications and higher level questioning stems to increase the level of rigor during daily instruction.
- Teacher understanding of how to effectively engage students with rigorous activities that are aligned with the Four Pillars of Excellent Instruction.
- Teacher understanding of how to develop lessons and instructional activities that are aligned to the new Florida State Standards.

Plan to Monitor Progress Toward G3. 8

Administrators, Leadership Team Members, teachers and SAC Members will analyze data from the District Curriculum Guide Assessments, FCIM, DAR, Achieve 3000, and I-Ready to monitor the effectiveness of instructional strategies and student mastery of Florida State Standards during SAC Meetings, Leadership Team Meetings, and the Annual Stakeholder's Meeting. Next steps for instruction and adjustments to the School Improvement Plan goals and strategies will be made based upon student data.

Person Responsible

Michelle Quarles

Schedule

Monthly, from 8/28/2014 to 6/4/2015

Evidence of Completion

Evidence of the Mid-year SIP Review and Updates, Annual Stakeholder's Assessment Meeting Agenda and Sign-In, Individual Professional Development Plan Reviews (Quarterly), Leadership Team Meeting Agendas and Sign-In, and SAC Meeting Agendas and Sign In

G4. Increase teacher effectiveness with implementing our School Choice Theme (STEAM Academy) to enhance students ability to think critically, problem solve, and participate in hands-on labs and inquiry based learning activities. 1a

G038647

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	64.0
FCAT 2.0 Science Proficiency	72.0
AMO Reading - All Students	59.0

Resources Available to Support the Goal 2

- Clubs: Science Club and Math Minions
- Science Fair/Materials
- Technology: Gizmos, Pearson Success Net, and Xtra Math
- Time for Kids
- EIE and STEAM Projects
- Science Lead Teacher and District Specialist
- Core Science Curriculum
- FCAT Item Specifications and Content Focus (Science)
- STEAM Field Trips to Include: Marine Science Center, Museum of Science and History, Sea World, Cummer Museum of Arts and Gardens, Diamond D Ranch, Jacksonville Public Library, Jacksonville Symphony Orchestra, MOCA Jacksonville, Theaterworks, and Tree Hill
- Cathedral of Arts Program
- Webbs Depth of Knowledge
- Florida State Standards (ELA and Math)
- Inquiry Based Projects and Problem Solving Activities

Targeted Barriers to Achieving the Goal 3

- Aligning the core science benchmarks and EIE Units of Study with our School Choice STEAM academy across all grade levels.

Plan to Monitor Progress Toward G4. 8

Leadership Team members, faculty and SAC members, will meet to conduct an Annual Stakeholder's Assessment to review SIP goals and it he alignment of our School Choice Theme school-wide.

Person Responsible

Michelle Quarles

Schedule

Monthly, from 8/28/2014 to 6/4/2015

Evidence of Completion


Mid-year SIP Update, Annual Stakeholder's Meeting Agenda and Input, Curriculum Guide Assessment Data, and SAC Meetings

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

 = Problem Solving Step  S123456 = Quick Key


G1. Increase teacher effectiveness with the use of data and progress monitoring to differentiate instruction on a daily basis. **1**

 G038642

G1.B1 Implementation of small group conference logs, anecdotal notes, and instructional strategies documented with fidelity. **2**

 B092765

G1.B1.S1 Teachers will utilize the District Instructional Framework and Gradual Release Model to scaffold instruction, monitor student progress and provide differentiated support during core instruction based upon anecdotal notes, informal observations and exit tickets. **4**

 S103741

Strategy Rationale

Utilizing data will assist teachers with monitoring student growth and mastery of grade level standards.

Action Step 1 **5**

Teachers will utilize the District Instructional Framework, Gradual Release Model and Curriculum Guides to scaffold support and identify students in need of additional remediation during the core instruction. Anecdotal notes, informal observations, questioning, and exit tickets will be utilized to differentiate instructional activities and support for individual and small groups of students. Documentation of instructional support will be outlined within daily lesson plans. Professional development, modeling, and tiered support from instructional coaches will be provided based upon the needs of teachers and students.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLC Agendas and Sign In, Weekly Lesson Plans to Include Support of Small Groups and Interventions, Documentation of Coaches Logs, Lesson Plans and Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work Assessment Data, Use of Data Notebooks, Student Portfolios Evidence of the Use of the Gradual Release Model (I Do, You Do, We Do), Anecdotal Notes, Exit Tickets Coaches Logs and Documented Support

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

Teachers will work collaboratively with administrators and coaches plan and implement scaffolded lesson plans utilizing the District Curriculum Guides that allow all students additional support and sufficient opportunities to practice new skills and strategies at an appropriate pace. Administrators will conduct on-going focus walks and classroom observations to review lesson plans and monitor the implementation of tiered support, documentation of anecdotal notes and exit tickets. Professional development and tiered support from instructional coaches will be provided based upon the individual needs of teachers.

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Common Planning Time Meeting Minutes, PLC Agendas and Sign In, Weekly Lesson Plans! Classroom Observation and Walk Through logs, Documentation of Coaches Logs, Lesson Plans and Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work, Assessment Data, Use of Data Notebooks, Student Portfolios, Anecdotal Notes, Exit Tickets

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

Teachers will work collaboratively with administrators and coaches to utilize assessments, baselines and analysis of student work to map and align curriculum according to student achievement, along with FCIM Calendars and grade level Curriculum Guides which will be discussed during data chats and used to drive instruction. The data will be used to gauge the effectiveness of the instructional practices. The administrators and Leadership Team members will meet weekly to analyze data, identify students not responding to the core instruction and provide teachers with assistant to increase the effectiveness of daily instruction.

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Common Planning Time Meeting Minutes, PLC Agendas and Sign In, Weekly Lesson Plans, Classroom, Observation and Walk Through logs, Documentation of Coaches Logs and Teacher Support, Lesson Plans and, Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work, Assessment Data, Use of Data Notebooks, Student Portfolios, Leadership Team Meeting Agendas and Sign-in

G1.B1.S2 Teachers will maintain fluid grouping along with small group lesson plans that outline instructional strategies that are aligned with student performance data. 4

 S111871

Strategy Rationale

Maintaining fluid small groups and lesson plans will ensure that daily instruction is aligned to meet the needs of individual students based on data.

Action Step 1 5

Teachers will receive on-going professional development on the implementation of small group and differentiated instruction aligned with student performance data.

Person Responsible

Michelle Quarles

Schedule

Weekly, from 8/28/2014 to 6/4/2015

Evidence of Completion

PLC Meeting Agendas and Minutes, Early Release Day Agendas and Minutes, Early Release Day Sign in Sheet, Electronic Registrar On-Line System, Small group and center rotation lesson plans that include identified students, objective, materials and a rationale based upon data (i-Ready, CGA, FCIM, DAR), Take Away Activities, Individual Professional Development Plans (IPDP's), Professional Development Notebooks, Coaches Logs documenting support and modeling

Action Step 2 5

Teachers will consistently maintain documentation of small group lesson plans, targeted instructional strategies and individual student conferences.

Person Responsible

Michelle Quarles

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Small Group Lesson Plans (Outlining identified students, rationale, learning objective, and materials), Documentation of Conference Logs (Outlining instructional strategies and conference notes for individual students), Student Work Samples and Journals, Focus Walk and Classroom Visit Logs, Feedback Forms, Formal and Informal Observations, and Coaches Logs (With documentation of models lessons and planning)

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

Administrators will conduct focus walks, informal and formal observations to monitor the fidelity and the implementation of fluid small groups and center rotations aligned with student performance data. Teachers will receive feedback and support from coaches as needed.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Documentation of Classroom Observation Logs, Documentation of Focus Walk Forms, Documentation of, Teacher Feedback Forms, Documentation of Formal and Informal CAST Observations, Review of Coaches Logs and Documentation of Support/Modeling, Meetings with Instructional Coaches to review weekly PLC and ERD, Professional Development Activities, Review of Take Away Activities from Professional Development (Early, Release Day and PLC Meetings), Data Chats with teachers

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

Teachers will work collaboratively with administrators and instructional coaches to analyze data and develop instructional strategies to monitor the effectiveness and implementation of small groups and center rotations aligned with student performance data.

Person Responsible


Schedule

Weekly, from 8/18/2014 to 6/4/2015


Evidence of Completion

PLC Meeting Agendas and Sign In, ERO Sign In, Small Group and Center Lesson Plans Aligned to Data(I-Ready, DAR, FCIM, CGA's), Data Notebooks and data Chats

G1.B2 Teacher understanding of how to effectively monitor student progress and use of data to document Safety Nets, and RTI strategies. **2**

 B092766

G1.B2.S1 Teachers will work with the RTI Team, V. E. Resource teachers, and administrators to analyze data, develop RTI plans, and identify strategies and interventions to support students who are in need of Tier II and Tier III strategies. **4**

 S103743

Strategy Rationale

Teacher understanding of how to effectively implement interventions through the RTI process will increase the enhance progress monitoring and interventions to support student learning.

Action Step 1 **5**

Teachers will utilize Curriculum Guide Assessments, FCIM, i-Ready, DAR, and anecdotal notes to differentiate instruction based upon individual student needs. Teachers will be provided professional development in the following areas: Guided Reading , Small Group Instruction, Response to Intervention, Reading Centers, and Reading Strategies

Person Responsible

Shaakera Thomas

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Lesson Plans and Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work Assessment Data, Use of Data Notebooks, Interventionist Logs, Safety Net Plans, RTI Meeting Agenda and Sign-In, Progress Monitoring Plans

Action Step 2 5

Teachers will be provided professional development on the implementation of i-Ready, DAR, Xtra Math, FAIR (K), Achieve 3000, and Write to Learn. Teachers will provide opportunities for students to engage with technology and computer-based programs such as: i-Ready, Achieve 3000, Xtra Math, Gizmo, and Write to Learn.

Person Responsible

Teri Washington

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence of technology embedded in lesson plans, Documentation of Classroom Observations and Focus Walk, Reading Lesson Plans and Use of the Curriculum Guide Resources, Success Maker Tracking Sheets Assessment Data, and Use of Data Notebooks

Action Step 3 5

V. E. Resource teachers and District ESOL Representatives will work with administrators and classroom teachers develop a daily schedule to provide supplemental support to students based upon their IEP goals.

Person Responsible

LaSha Hill

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence and documentation of support based upon IEP and ELL goals and objectives, Evidence of small group lesson plans and support, V. E. Resource Teacher Schedules, Evidence of MRT Meeting Agenda and IEP updates, Data from the District Curriculum Guide Assessments, Data Notebooks, Interactive Journals and Student Work Samples, PLC Meeting Agendas and Sign In, Common Planning Time Meeting Minutes, Classroom Observation Logs, and Safety Net Schedule

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

The Principal and Assistant Principal will conduct on-going classroom observations and focus walks to monitor implementation of RTI Strategies, IEP and ELL goals and objectives. Professional Development, coaching, and modeling will be provided to support individual teacher needs.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Reading Lesson Plans and Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work , Assessment Data, Use of Data Notebooks, Reading Interventionist Logs, RTI Team Meeting, Agendas and Student Plans, Progress Monitoring Plan, and Safety Net Plans

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

Teachers will meet with administrators and coaches during weekly PLC meetings to analyze data, adjust instructional strategies, and identify students not responding to the core reading instruction. On-going progress monitoring of these students will be monitored through the RTI and Leadership teams.

Person Responsible

Michelle Quarles

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Lesson Plans and Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work Assessment Data, Use of Data Notebooks, Interventionist Logs, RTI Team Meeting Agendas and Student Plans Progress Monitoring Plans, Student Portfolios, Leadership Team Meetings

G1.B3 Teacher understanding of the district initiated data system, analysis and use. 2

B092769

G1.B3.S1 Teachers will participate in professional development sessions on how to utilize the Performance Matters and SEAS data management systems to monitor student progress and differentiate instruction on a daily basis. 4

S105508

Strategy Rationale

Teachers will be able to utilize the data management systems to provide on-going progress monitoring and differentiation of instruction based upon the individual needs of students.

Action Step 1 5

Professional development will be provided to teachers during Pre-planning, PLC and ERD sessions on the use of the Performance Matters and SEAS data management systems.

Person Responsible

Teri Washington

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

PLC Meeting Agendas and Sign In, ERD Meeting Agendas and Sign I, Professional Development Notebooks, Individual Professional Development Plans, RTI Plans Documented in SEAS, Individual Educational Plans Documented in SEAS, and Progress Monitoring Plans Documented in SEAS

Action Step 2 5

Teachers will utilize the SEAS data management system to input Progress Monitoring Plans and differentiated interventions and strategies to meet the needs of individual students.

Person Responsible

Michelle Quarles

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

Individual Professional Development Plans, RTI Plans Documented in SEAS, Individual Educational Plans, Documented in SEAS, and Progress Monitoring Plans Documented in SEAS

Action Step 3 5

Teachers will utilize the Performance Matters data management system to review and analyze data reports to assist in planning differentiated interventions, small group and centers, and strategies to meet the needs of individual students.

Person Responsible

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Individual Professional Development Plans, Small Group and Center Lesson Plan, Data Notebooks, Conference Logs, Center Rotations Posted, and Extended Hour Small Group Rotations

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

Administrators will conduct on-going classroom observations and focus walks to ensure that the data from SEAS and Performance Matters Systems are effectively utilized to monitor student progress and differentiate instruction on a daily basis. Professional development, modeling, and individualized support from instructional coaches will be provided based upon teacher needs.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Electronic Registrar On-Line System (ERO), PLC Agendas and Sign-in, ERD Agendas and Sign-in, Small Group Lesson Plans and Center Rotations, Data Notebooks, Quarterly Data Chats, Anecdotal Notes and Conference Logs, Progress Monitoring Plans, Lesson Plans that include Accommodations for ELL and ESE Students, Coaches Logs with Documentation of Support, Classroom Observations Logs, and Focus Walk Forms

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

Teachers will work collaboratively with administrators and instructional coaches to analyze student performance data, work samples, and take away activities to adjust lesson plans and instructional strategies during weekly PLC meetings. Quarterly Data Chats will be conducted with teachers to review Individual Professional Development Plan goals and objectives aligned with student progress. Leadership Team members will meet weekly to analyze data, identify students not responding to core instruction and provide teachers with tiered assistant to increase the effectiveness of daily instruction. Safety Net Schedules will be updated to provide tiered support to struggling students.

Person Responsible

Michelle Quarles

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLC Meeting Agendas and Sign-in, Take Away Activities, Student Work Samples, Data Chats, Individual Professional Development Plans (IPDP's), Leadership Team Meeting Agenda and Sign-in, Lesson Plans, Data Notebooks, Coaches Logs Including Modeling and Support, Safety Net Schedules, Extended Hour Small Group Plans

G2. Increase the effectiveness of School-wide Rituals and Routines, Foundations, and Positive Behavior Strategies to provide a safe learning environment and opportunities for students to grow academically. 1

G038644

G2.B1 The need to implement and maintain school-wide rituals and routines to decrease the number of students in need of targeted intervention and remediation. 2

B092775

G2.B1.S1 CHAMPS, Restorative Practices and RTI will be utilized school-wide to provide a safe and civil school environment. 4

S103752

Strategy Rationale

The implementation of CHAMPS, Restorative Practices and RTI will promote a positive school culture and decrease suspension rates.

Action Step 1 5

Teachers will utilize strategies from the professional development sessions on CHAMPS, Code of Conduct, and School-wide Rituals and Routines. These strategies will be implemented to assist teachers with classroom management and daily routines.

Person Responsible

LaSha Hill

Schedule

Quarterly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Evidence of CHAMPS Expectations (Posted and used during daily instruction), Classroom Observations and Focus Walk Logs, Discipline Data from Genesis, MINT Teacher Portfolios, Code of Conduct Training Sign In Evidence of the utilization of Restorative Practices - (Processing and documenting interventions for referrals) Quarterly Assemblies

Action Step 2 5

The RTI Team will attend district professional development sessions and model support for teacher to develop strategies for working with students in need of interventions. The RTI Team and teachers will meet bi-weekly to review student data and develop strategies based upon the needs of individual students and teachers.

Person Responsible

LaSha Hill

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

RTI Meeting Agendas and Schedules Documentation of RTI Strategies and Support for Individual Students Referral Data from Genesis V. E. Resource Teacher Schedules Log of Classroom Interventions and Strategies Modeling of RTI Strategies and Support

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

Administrators will conduct focus walks, formal and informal observations, and participate in bi-weekly RTI meetings to monitor the implementation of CHAMPS, Restorative Practices, and RTI Strategies. The RTI Team and teachers will meet bi-weekly to review student data and develop strategies based upon the needs of individual students and teachers.

Person Responsible

LaSha Hill

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Focus Walk and Classroom Observation Forms, Evidence of CHAMPS Expectations (Posted and used during daily instruction), Discipline Data from Genesis, MINT Teacher Portfolios, School-Wide Assembly Calendar Data from Foundations Common Area Observations, RTI Meeting Agenda and Documentation of Strategies, and Evidence of Restorative Practices

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

The Foundation Team and Administrators will meet bi-weekly to monitor the effectiveness and the implementation of school-wide rituals and routines through analyzing Restorative Practices, discipline data, RTI Strategies, Foundations/CHAMPS Surveys and Common Area rituals, routines, and strategies. The team will review evidence to support that the school-wide implementation of Foundations/CHAMPS, Common Area rituals, routines, and strategies are assisting with decreasing the number of suspensions.

Person Responsible


Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Leadership Team Meeting and Agendas, Foundations Team Meeting and Agendas, Referral Data from Genesis Evidence of CHAMPS and School-wide Rituals and Routines, School-wide Assembly Calendar, Data from Foundations Common Area Observations, RTI Meeting Agendas and Documentation of Student Support and Strategies, Restorative Practices

G2.B1.S2 Character Education will be implemented school-wide to model expectations for responsible behavior. 4

 S103753

Strategy Rationale

Implementing Character Education will promote a positive school culture that will increased student engagement and time on task.

Action Step 1 5

The School Counselor and administrators will work collaboratively with teachers to implement Character Education and utilize the Step Up to Bullying Curriculum bi-weekly to maintain positive behavior throughout the school. Students who have maintained positive behavior and exemplified good school citizenship will be recognized monthly through the Student of the Month Program.

Person Responsible

LaSha Hill

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Character Education and Second Step Lesson Plans and Schedule, School Counselor Schedule, Student of the Month Celebration Parent and Student Sign-in, Updated Character Education Bulletin Board

Action Step 2 5

A variety of activities will be used to promote Character Education including: Book of the Month, school-wide assemblies, Red Ribbon Week, JSO presentation, and school-related activities.

Person Responsible

LaSha Hill

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Book of the Month Bulletin Board (Updated Monthly), Red Ribbon Week Calendar of Activities, and School-Wide Calendar and Schedule of Activities

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

Administrators will monitor the implementation of Character Education and school-wide rituals and routines through conducting focus walks and reviewing documentation of scheduled activities and events. The Foundations Team will meet bi-weekly to review discipline data, surveys and common area observations to monitor and adjust school related activities as needed.

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence of the Student of the Month Bulletin Board, Character Education Lesson Plans, School Counselor Calendar, Quarterly Assemblies, School-wide Calendar of Events and Activities, Book of the Month Bulletin Board, and Parent Sign-In for the Student of the Month Celebration

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

The effectiveness of the Character Education program, discipline and survey data will be monitored and assessed during weekly Leadership Team Meetings and Foundations Team Meetings to identify areas of improvement and next steps. Adjustments will be made as needed.

Person Responsible

LaSha Hill

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Foundations Team Meeting Sign In and Agenda, Leadership Team Meeting Agendas and Sign In, Student Discipline Data from Genesis, Foundations Surveys and Common Area Observations, and The New Teacher Project (TNTP) Data and Gallop Survey Results

G3. Increase teacher effectiveness with implementing the new Florida State Standards and Four Pillars of Excellent Instruction to provide rigorous instructional activities on a daily basis. 1

G038645

G3.B1 Teacher understanding of how to utilize the District Curriculum Guides, Item Specifications and higher level questioning stems to increase the level of rigor during daily instruction. 2

B092776

G3.B1.S1 Instructional Coaches and District Specialist will facilitate content area PLC and ERD professional development sessions to assist teachers with developing lesson plans that embed rigorous activities and tasks that are aligned to the District Curriculum Guides, Item Specifications, and higher level questioning stems. 4

S103754

Strategy Rationale

Professional development will support the alignment of instructional strategies with the Four Pillars of Excellent Instruction and the Florida State Standards.

Action Step 1 5

Teachers will participate in bi-weekly ERD and PLC meetings to increase their understanding of how to implement higher level questioning techniques and rigorous instructional activities that are fully aligned with the Florida State Standards and Four Pillars of Excellent Instruction. Activities may include book talks, professional videos on model classrooms, sharing of best practices, and collaborative learning strategies for adult learners, Coaching Cycles, Peer to Peer Observations,

Person Responsible

Shaakera Thomas

Schedule

Biweekly, from 9/10/2014 to 6/4/2015

Evidence of Completion

ERD Agendas and Sign In Sheets, Electronic Registrar On-line System, ERD Meeting Minute, Teacher Surveys, Professional Development Notebook, and Individual Professional Development Plans, PLC agendas, Lesson plans, Teacher/student generated charts, focus walk forms, take Away Activities, analysis of student work samples and data.

Action Step 2 5

Teachers will show evidence of the use of higher level questioning, critical thinking, and rigorous instructional activities within daily lesson plans and delivery of instruction. Lesson will be aligned to the District Curriculum Guide, Florida State Standards, Item Specifications, and Higher Level Question Stems. Exit Tickets, Higher Order Thinking (HOT) Questions, and Problems of the Day (POD), Short and Extended Responses, and FCIM Assessments will be consistently utilized and aligned to the Item Specifications and District Curriculum Guides.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/21/2014 to 6/4/2015

Evidence of Completion

Lesson plans that include the use of HOT Question Stems, Problem of the Day, and Exit Tickets, Problem of the Day (Posted and implemented daily), Interactive Journals, Evidence of Short and Extended Responses Exit Tickets, Teacher/student generated charts, Common Board Configurations (To include an Essential Question), Student Portfolios and Work Samples, Coaches Logs of Modeled Lessons, Coaches Feedback Forms, Administrator Feedback Forms

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

The Principal and Assistant Principal will conduct on-going classroom observations and focus walks to monitor implementation of instructional strategies to include higher level questioning, use of the Item Specifications, and rigorous instructional activities that are aligned to the Four Pillars of Excellent Instruction and Florida State Standards. Professional Development, coaching, and modeling will be provided to support individual teacher needs.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/21/2014 to 6/4/2015

Evidence of Completion

Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Math Lesson Plans and Use of the Curriculum Guides, Teacher/Students Generated Charts, Interactive Journals and Student Work, Assessment Data, Math Portfolios, PLC Meeting Agendas and Sign In, Early Release Day Agendas and Sign In, V. E. Resource Schedule and Logs

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

Teachers will meet with administrators and coaches during weekly PLC meetings to review student work samples, analyze data, and adjust instructional strategies, to support rigorous instruction. Leadership Team members will meet weekly to assess instructional strategies, plan professional development sessions and Tier instructional support based upon the needs of teachers and students.

Person Responsible

Michelle Quarles

Schedule

Weekly, from 8/21/2014 to 6/4/2015

Evidence of Completion

Leadership Team Meeting Agendas and Sign In Sheets, Documentation of Coaches Logs, Documentation of, Classroom Observations and Focus Walks, Teacher/Students Generated Charts, Interactive Journals and Student Work, Analysis of Assessment Data (FCIM, Quarterly CGA's, I-Ready), Student Portfolios, PLC Meeting, Agendas and Sign In, Lesson Plans, and Take Away Activities

G3.B2 Teacher understanding of how to effectively engage students with rigorous activities that are aligned with the Four Pillars of Excellent Instruction. 2

B105264

G3.B2.S1 Teachers will utilize instructional strategies from professional development sessions to develop lesson plans and instructional activities that align to the Four Pillars of Excellent Instruction. 4

S116717

Strategy Rationale

Professional development will support the alignment and integration of the following areas within daily instruction:

- E - student engagement in the lesson
- U - Student understanding of core content
- R - The implementation of rigorous instructional activities
- O - student ownership of their work

Integration of the Four Pillars of Excellent Instruction will increase the level of rigor within daily instruction.

Action Step 1 5

Teachers will participate in weekly PLC and bi-weekly ERD meetings to increase their understanding of how to align daily instructional practices with the Four Pillars of Excellent Instruction. Activities may include book talks, professional videos, sharing of best practices, coaching cycles, peer to peer observations, and collaborative learning strategies for adult learners. Professional development will incorporate job embedded strategies that will be gradually implemented (one pillar during each session) throughout the school year.

Focus areas include: Student Engagement, Student Understanding of the Core Content and Strategies, Implementation of Rigorous Instruction, Students taking ownership of their own learning

Person Responsible

Shaakera Thomas

Schedule

Biweekly, from 9/10/2014 to 6/4/2015

Evidence of Completion

ERD Agendas and Sign In Sheets, Electronic Registrar On-line System, ERD Meeting Minutes, Teacher Suveys, Professional Development Notebook, Individual Professional Development Plans, Common Planning Time Meeting Minutes, PLC Agenda and Sign In, Weekly Lesson Plans, Analysis of student work samples, Teacher/Student Generated Charts, Common Board Configurations, Classroom Observation and Walk Through logs, Student Portfolios and Work Samples, Take Away Activities, Professional Development Notebook, Individual Professional Development Plans

Action Step 2 5

Evidence of the Four Pillars of Excellent Instruction will be embedded within daily instructional practices, lesson plans and instructional activities through the following: Use of Collaborative Learning Strategies to increase student engagement, questioning and discussion techniques, Higher Level Questions to increase rigor, Exit Tickets and Checks for Student Understanding, a variety of options for students to take ownership of their learning through the the use of rubrics, selection of graphic organizers, center activities, whole group and independent assigned learning tasks, The Gradual Release Model implemented within the Introduction, I do, We Do, You Do, and close of the lesson, Accountable Talk and Explicit Vocabulary

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/21/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Problem of the Day, Student work, Teacher/Student Generated Charts, Common Board Configurations, Student Portfolios and Work Samples, Coaches Logs of Modeled Lessons, Coaches Feedback Forms, Administrator Feedback Forms, Cast Formal and Informal Observations, Evidence of the Four Pillars of Excellent Instruction (Posted and reviewed)

Action Step 3 5

Instructional Coaches and District Specialist will model how to release responsibility to students in order to provide an opportunity to collaborate, discuss, and demonstrate understanding of the content through work samples.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/11/2014 to 6/4/2015

Evidence of Completion

Coaches Logs Documenting Modeling and Support, PLC Meeting Agenda and Sign In, ERO System Registration, and Lesson Plans

Action Step 4 5

Teachers will consistently monitor students understanding of key concepts and skills during the delivery of daily instruction. Exit tickets, anecdotal notes, and informal observations will be conducted and adjustment will be made to daily instruction as needed. Misconceptions will be clarified to increase student understanding.

Person Responsible

Teri Washington

Schedule

Daily, from 8/11/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Checks for Understanding, Exit Tickets, and Anecdotal Notes

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

Administrators will conduct on-going classroom observations and focus walks to monitor implementation of daily instructional activities that are aligned with the Four Pillars of Excellent Instruction. Take away activities from PLC Meetings will be utilized to document implementation within core subject areas. Professional Development, coaching, and modeling will be provided to support individual teacher needs.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/21/2014 to 6/4/2015

Evidence of Completion

Administrative Feedback Forms, Documentation of Coaches Logs and Modeled Support, Coaches Feedback Forms, Documentation of Classroom Observations and Focus Walks, Lesson Plans to include the use of District Curriculum Guides, Teacher/Students Generated Charts, Interactive Journals and Student Work, Assessment Data, Student Portfolios, Individual Professional Development Plans, Professional Development Notebooks Four Pillars of Excellent Instruction Posted and Reviewed

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

Teachers will work collaboratively with administrators and coaches during weekly PLC meetings to review and analyze student work samples, review assessment data, and adjust instructional strategies to align with the Four Pillars of Excellent Instruction. Leadership Team members will meet weekly to assess instructional strategies, plan professional development sessions and Tier instructional support based upon the needs of teachers and students.

Person Responsible

Michelle Quarles

Schedule

Weekly, from 8/21/2014 to 6/4/2015


Evidence of Completion

Professional Development Calendar, Leadership Team Meeting Agendas and Sign In Sheets, Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Teacher/Students Generated Charts, Interactive Journals and Student Work, Analysis of Assessment Data (FCIM, Quarterly CGA's, I-Ready) Student Portfolios, PLC Meeting Agendas and Sign In, Lesson Plans, and Take Away Activities

G3.B4 Teacher understanding of how to develop lessons and instructional activities that are aligned to the new Florida State Standards. **2**

 B105421

G3.B4.S1 Teachers will participate in professional development on how to utilize and unpack the Florida State Standards to gain clear understanding of how the standards correlate across grade levels. **4**

 S117008

Strategy Rationale

Teacher understanding of the Florida State Standards will strengthen vertical articulation across all grade levels.

Action Step 1 **5**

Teachers will participate in PLC and bi-weekly ERD meetings to increase their understanding of how to unpack the Florida State Standards. They will also work collaboratively with administrators and coaches to review student work samples, analyze assessment data, and develop bi-weekly FCIM Assessments and lesson plans that are aligned to targeted areas of the Florida State Standards.

Person Responsible

Teri Washington

Schedule

Biweekly, from 8/21/2014 to 6/4/2015

Evidence of Completion

ERD Agendas and Sign In Sheets, Electronic Registrar On-line System, ERD Meeting Minutes, Teacher Suveys, Professional Development Notebook, Individual Professional Development Plans, Take Away Activities, Common Planning Time Meeting Minutes, PLC Agenda and Sign In, Weekly Lesson Plans, Student work Samples, FCIM Assessments and Lesson Plans, Student Data (CGA, FCIM, i-Ready, Achieve 3000, DAR), Professional Development Notebook, and Electronic Registrar On-line System

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Administrators will work collaboratively with instructional coaches, teachers and District Specialist to develop a Professional Development Plan to support the implementation of the Florida State Standards and vertical articulation across all grade levels. Professional Development, coaching, and modeling will support individual teacher needs based upon observations and teacher feedback. On-going focus walks and classroom observations will be conducted by administrators to monitor instructional delivery that is aligned with the Florida State Standards and District Curriculum Guides. Evidence of this alignment will be reflected within daily lesson plans and instructional activities across all grade levels.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/21/2014 to 6/4/2015

Evidence of Completion

Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Lesson Plans Aligned to the Florida State Standards and District Curriculum Guides, Teacher/Students Generated Charts, Interactive Journals and Student Work, Assessment Data, Student Portfolios, PLC Meeting Agendas and Sign In, Early Release Day Agendas and Sign In, and V. E. Resource Schedule and Logs

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

The effectiveness of the Professional Development, modeling and support of teachers with the alignment of the Florida State Standards will be monitored through the use of surveys, exit tickets, take away activities, and classroom observations. Leadership Team members will meet weekly to assess instructional strategies, plan professional development sessions and Tier instructional support based upon the needs of teachers and students.

Person Responsible

Schedule

Weekly, from 8/21/2014 to 6/4/2015

Evidence of Completion

Professional Development Calendar, Leadership Team Meeting Agendas and Sign In Sheets, Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Teacher/Students Generated Charts, Interactive Journals and Student Work, Analysis of Assessment Data (FCIM, Quarterly CGA's, I-Ready), Student Portfolios, PLC Meeting Agendas and Sign In, Lesson Plans, and Take Away Activities

G3.B4.S2 Teachers will utilize strategies and best practices from professional development sessions to consistently develop lesson plans and instructional activities that are aligned with the Florida State Standards. 4

 S117016

Strategy Rationale

Professional development will support the alignment and integration of the new Florida State Standards and increase the level of rigor in the delivery of daily instruction.

Action Step 1 5

Teachers will participate in weekly PLC and bi-weekly ERD meetings to increase their understanding of how to align daily instructional practices with the new Florida State Standards. Activities may include book talks, professional videos, sharing of best practices, coaching cycles, peer to peer observations, and collaborative learning strategies for adult learners. Teachers will utilize strategies and best practices from professional development sessions to consistently develop lesson plans and instructional activities that are aligned with the Florida State Standards. The areas of focus will include the following: Text Dependent Questions, Short and Extended Responses, Mathematical Practices, Integration of Informational Text Across All Content Areas, Close Reading, Response to Literature. Writing: Developing arguments, opinions, and writer's craft to include revising and editing of writing pieces

Person Responsible

Shaakera Thomas

Schedule

Biweekly, from 9/10/2014 to 6/4/2015

Evidence of Completion

ERD Agendas and Sign In Sheets, Electronic Registrar On-line System, ERD Meeting Minutes, Teacher Suveys, Professional Development Notebook, Individual Professional Development Plans, Common Planning, Time Meeting Minutes, PLC Agenda and Sign In, Weekly Lesson Plans, Analysis of Student Work Samples , Teacher/student Generated Charts, Common Board Configurations, Classroom Observation and Walk, Through Logs, Student Portfolios and Work Samples, Take Away Activities, Professional Development Notebook, and Individual Professional Development Plans

Action Step 2 5

Teachers will effectively implement and develop lesson plans and instructional activities that are aligned with the Florida State Standards through the following:

Use of the Gradual Release Model to include the Introduction, I do, We Do, You Do, and close of the lesson

Novel Studies/Close Reading, Conceptual Math- Math Investigations, Gizmos, Short and Extended Responses

Mathematical Practices, Text Dependent Questions, Implementation of Informational Text Across all Grade Levels (Time for Kids, Social Studies Assessments, Science Readers, Achieve 3000 (3rd-5th grades), Write to Learn (5th grade), Developing arguments, opinions, and writer's craft to include editing and revising pieces

Response to Literature, Book of the Month Responses, FCIM Lessons and Assessments, Interactive Word Walls and Explicit Vocabulary Activities

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/21/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Problem of the Day, Student Work, FCIM Lessons and Assessments, Teacher/student Generated Charts, Common Board Configurations, Student Portfolios and Work Samples, Coaches Logs of Modeled Lessons, Coaches Feedback Forms, Administrator Feedback Forms, Cast Formal and Informal Observations

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

The Principal and Assistant Principal will conduct on-going classroom observations and focus walks to monitor implementation of daily instructional activities that are aligned with the Four Pillars of Excellent Instruction. Professional Development, coaching, and modeling will be provided to support individual teacher needs.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/21/2014 to 6/4/2015

Evidence of Completion

Administrative Feedback Forms, CAST Post Observations, Documentation of Coaches Logs and Modeled Support, Coaches Feedback Forms, Documentation of Classroom Observations and Focus Walks Lesson Plans and Use of District Curriculum Guides, Teacher/Students Generated Charts, Interactive Journals and Student Work, Assessment Data, and Student Portfolios

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

Teachers will meet with administrators and coaches during weekly PLC meetings to review and analyze student work samples, review assessment data, and adjust instructional strategies to align with the Four Pillars of Excellent Instruction. Leadership Team members will meet weekly to assess instructional strategies, plan professional development sessions and Tier instructional support based upon the needs of teachers and students.

Person Responsible

Michelle Quarles

Schedule

Weekly, from 8/21/2014 to 6/4/2015

Evidence of Completion

Leadership Team Meeting Agendas and Sign In Sheets, Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Teacher/Students Generated Charts, Interactive Journals and Student Work, Analysis of Assessment Data (FCIM, Quarterly CGA's, I-Ready), Student Portfolios, PLC Meeting Agendas and Sign In, Lesson Plans, Take Away Activities

G3.B4.S3 A school-wide emphasis will be placed on the alignment of the Florida State Standards and Rubrics in writing with a focus on responding to informational and literary text, utilizing evidence from text to support writing and composing argumentative and opinions across all content areas. 4

 S119227

Strategy Rationale

The alignment of writing instruction with the Florida State Standards and Rubrics will strengthen writing across all grade levels and content areas.

Action Step 1 5

Teachers will participate in professional development during Early Release Days and PLC meetings, and District professional development sessions on how to utilize the Florida State Standards and Writing Rubric to increase student skills with responding to informational and literary text, using evidence from the text to support their writing, and composing argumentative and opinions across all content areas.

Person Responsible

Shaakera Thomas

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

ERD Meeting Agendas and Sign In, PLC Meeting Agendas and Sign In, Daily Writing Lesson Plans, Classroom Artifacts, Writing Portfolios - Samples of Student Work, Interactive Journals/Student Work Samples Common Board Configuration, Short and Extended Responses, Take Away Activities, Conference Logs

Action Step 2 5

Teachers will model the writing process daily; all writing will be dated, and recorded in a journal, or work folder for monitoring of growth across time. An emphasis will be placed on the following areas:

Composing Opinions and Arguments Utilizing Informational and Literary Text, Writing Across all Content Areas to Include Informational and Literary Texts, Use of Rubrics, Anchor Papers and Exemplars, Small Group Instruction, Book of the Month Response to Literature, Write to Learn, Writer's Craft to Include Revisions and Editing

Person Responsible

Shaakera Thomas

Schedule

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

Evidence of Completion

Evidence of Student Work Over Time, Conference Logs, Writing Portfolios, Assessment Crates, Florida State Standards and Writing Rubric, Posted student Work, Student Use of Evidence to Support Writing, Short and Extended Responses, Write to Learn Data, Lesson Plans

Action Step 3 5

Teachers will incorporate the use of Short and Extended Responses, Interactive Journals, and Achieve 3000 in daily lesson plans to provide opportunities for students to respond using evidence from the text to support their answers.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/11/2014 to 6/4/2015

Evidence of Completion

Evidence of Achieve 3000 Within Daily Centers, Lesson Plans, Use of Interactive Journals, Student Work Samples, Writing Across all Content Areas to Include Evidence of Short and Extended Responses

Plan to Monitor Fidelity of Implementation of G3.B4.S3 6

Administrators will monitor the alignment of lesson plans, instructional delivery, and assigned learning tasks to ensure that there is an alignment with the Florida State Standards in writing. Professional Development, coaching, and modeling will support individual teacher needs based upon observations and teacher feedback.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

CAST Observations, Daily Coaches Logs and Evidence of Teacher Support, Daily Classroom Observation Logs and Focus Walks, Evidence of Lesson Plans, Common Board Configurations, Writing Data and District Assessments, Book of the Month Responses, Student Journals and Work Samples, Evidence of Short and Extended Responses/Exit Tickets, Write to Learn Data

Plan to Monitor Effectiveness of Implementation of G3.B4.S3 7

Teachers will work collaboratively with administrators and coaches during weekly PLC Meetings to develop lesson plans, review student work samples and writing assessment data. Adjustments will be made to instruction based upon student needs. Samples of student work will be used to measure student progress in order to identify next steps for instruction. The administrators will work with instructional coaches to make adjustments to the Professional Development Calendar and Tiered support of teachers as needed.

Person Responsible

Michelle Quarles


Schedule

Weekly, from 8/18/2014 to 6/4/2015


Evidence of Completion

PLC Meeting Agendas and Sign In, Leadership Team Meeting Agendas and Sign In, Focus Walk and Classroom Visit Logs, Professional Development Calendar, Coaches Logs with Evidence of Models Lessons and Support, Lesson Plans, Student Writing Samples, Use of Rubrics, Conference Logs


G4. Increase teacher effectiveness with implementing our School Choice Theme (STEAM Academy) to enhance students ability to think critically, problem solve, and participate in hands-on labs and inquiry based learning activities. **1**

 G038647

G4.B2 Aligning the core science benchmarks and EIE Units of Study with our School Choice STEAM academy across all grade levels. **2**

 B092787

G4.B2.S1 Extra curricular activities will be provided to support hands-on and STEAM (Science, Technology, Engineering, Arts, and Math) based learning and enrichment. **4**

 S103764

Strategy Rationale

Extra-curricular activities will increase student participation with hands-on activities and labs aligned with our School Choice Theme and Florida State Standards.

Action Step 1 **5**

Students will participate in enrichment programs that are designed to support STEAM activities.

Person Responsible

LaSha Hill

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Student Work Samples, Math and Science Club Attendance, Evidence of the use of Gizmos, and i-Ready, Evidence of Non-fiction Text (Science), Field Trip Lesson Plans and Itinerary, Daily Lesson Plans, Interactive Journals, Data from Curriculum Guide Assessments, and I-ready Reading

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

Administrators will Monitor the fidelity of the extra-curricular activities aligned with STEAM and ensure that students are provided opportunities to participate in STEAM activities and enrichment activities.

Person Responsible

Michelle Quarles

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Science Club Attendance, Math Club Attendance, Lesson Plans incorporating STEAM Activities, Data from CGA'S and I-ready, Evidence of Hands-on Activities and Weekly Labs, STEAM Field Trips Aligned with State Standards, Cathedral of Arts Program

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

Administrators and teachers will work collaboratively to monitor the effectiveness of the implementation of STEAM activities in all core subject areas and grade levels. Teachers, coaches and administrators will meet weekly during PLC Meetings to review student work samples and data to identify next steps for instruction and enrichment.

Person Responsible

Michelle Quarles


Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

PLC Meeting Sign In and Agendas, Classroom Observations and Focus Walk Logs, District Curriculum Guide Assessment Data, Student Work Samples, Evidence of STEAM activities and Labs, Evidence of Field Trips and Hands-on Activities

G4.B2.S3 Teachers will participate in professional development on implementing EIE Units of Study and STEAM activities within the classroom with fidelity across all grade levels. 4

 S103767

Strategy Rationale

Teachers will gain knowledge on how to integrate and align our School Choice Theme with daily instruction.

Action Step 1 5

Teachers will participate in professional development on how to create and incorporate STEAM activities into daily instruction across all content areas.

Areas of focus will include:

Science Labs and Hands-on Learning Activities, District Curriculum Guide, Use of Informational Text with Reading, Technology to include: Gizmos, Mimio boards and clickers, Pearson Success Net, I-ready, Achieve 3000, Write to Learn, Xtra Math, Art and Music Instructional Strategies, and Engineering is Elementary

Person Responsible

Michelle Quarles

Schedule

Biweekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Early Release Day Sign In, Agendas and Calendar, PLC Meeting Sign In and Agendas, Classroom Observations and Focus Walk Logs, District Science Specialist, Math and Reading Coach Logs and Evidence of Support, Teacher/Student Generated Charts, Interactive Journals, Student Work Samples, Technology Centers

Plan to Monitor Fidelity of Implementation of G4.B2.S3 6

Administrators will conduct focus walks, formal and informal observations to monitor the effectiveness and ensure that the STEAM strategies and EIE Units are implemented with fidelity in all core subject areas and grade levels.

Person Responsible

Michelle Quarles

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLC Meeting Sign In and Agendas, Classroom Observations and Focus Walk Logs, District Science Specialist, Math and Reading Coach Logs and Evidence of Support, Teacher/Student Generated Charts, Interactive Journals, Student Work Samples, Evidence of STEAM activities and Labs

Plan to Monitor Effectiveness of Implementation of G4.B2.S3 7

Leadership Team Members will meet weekly to monitor the effectiveness of the implementation of the EIE Units of Study and STEAM strategies in all core subject areas and grade levels. Teachers, coaches and administrators will meet weekly during PLC Meetings to review student work samples and data to identify next steps for instruction and professional development.

Person Responsible

Michelle Quarles

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLC Meeting Sign In and Agendas, Classroom Observations and Focus Walk Logs, District Curriculum Guide Assessment Data, Student Work Samples, and Evidence of STEAM activities and Labs

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will utilize the District Instructional Framework, Gradual Release Model and Curriculum Guides to scaffold support and identify students in need of additional remediation during the core instruction. Anecdotal notes, informal observations, questioning, and exit tickets will be utilized to differentiate instructional activities and support for individual and small groups of students. Documentation of instructional support will be outlined within daily lesson plans. Professional development, modeling, and tiered support from instructional coaches will be provided based upon the needs of teachers and students.	Quarles, Michelle	8/18/2014	PLC Agendas and Sign In, Weekly Lesson Plans to Include Support of Small Groups and Interventions, Documentation of Coaches Logs, Lesson Plans and Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work Assessment Data, Use of Data Notebooks, Student Portfolios Evidence of the Use of the Gradual Release Model (I Do, You Do, We Do), Anecdotal Notes, Exit Tickets Coaches Logs and Documented Support	6/4/2015 daily
G1.B2.S1.A1	Teachers will utilize Curriculum Guide Assessments, FCIM, i-Ready, DAR, and anecdotal notes to differentiate instruction based upon individual student needs. Teachers will be provided professional development in the following areas: Guided Reading , Small Group Instruction, Response to Intervention, Reading Centers, and Reading Strategies	Thomas , Shaakera	8/18/2014	Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Lesson Plans and Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work Assessment Data, Use of Data Notebooks, Interventionist Logs, Safety Net Plans, RTI Meeting Agenda and Sign-In, Progress Monitoring Plans	6/4/2015 weekly
G2.B1.S1.A1	Teachers will utilize strategies from the professional development sessions on CHAMPS, Code of Conduct, and School-wide Rituals and Routines. These strategies will be implemented to assist teachers with classroom management and daily routines.	Hill, LaSha	8/11/2014	Evidence of CHAMPS Expectations (Posted and used during daily instruction), Classroom Observations and Focus Walk Logs, Discipline Data from Genesis, MINT Teacher Portfolios, Code of Conduct Training Sign In Evidence of the utilization of Restorative	6/4/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Practices - (Processing and documenting interventions for referrals) Quarterly Assemblies	
G2.B1.S2.A1	The School Counselor and administrators will work collaboratively with teachers to implement Character Education and utilize the Step Up to Bullying Curriculum bi-weekly to maintain positive behavior throughout the school. Students who have maintained positive behavior and exemplified good school citizenship will be recognized monthly through the Student of the Month Program.	Hill, LaSha	8/18/2014	Character Education and Second Step Lesson Plans and Schedule, School Counselor Schedule, Student of the Month Celebration Parent and Student Sign-in, Updated Character Education Bulletin Board	6/4/2015 daily
G4.B2.S1.A1	Students will participate in enrichment programs that are designed to support STEAM activities.	Hill, LaSha	9/1/2014	Student Work Samples, Math and Science Club Attendance, Evidence of the use of Gizmos, and i-Ready, Evidence of Non-fiction Text (Science), Field Trip Lesson Plans and Itinerary, Daily Lesson Plans, Interactive Journals, Data from Curriculum Guide Assessments, and I-ready Reading	6/4/2015 weekly
G4.B2.S3.A1	Teachers will participate in professional development on how to create and incorporate STEAM activities into daily instruction across all content areas. Areas of focus will include: Science Labs and Hands-on Learning Activities, District Curriculum Guide, Use of Informational Text with Reading, Technology to include: Gizmos, Mimio boards and clickers, Pearson Success Net, I-ready, Achieve 3000, Write to Learn, Xtra Math, Art and Music Instructional Strategies, and Engineering is Elementary	Quarles, Michelle	8/11/2014	Early Release Day Sign In, Agendas and Calendar, PLC Meeting Sign In and Agendas, Classroom Observations and Focus Walk Logs, District Science Specialist, Math and Reading Coach Logs and Evidence of Support, Teacher/Student Generated Charts, Interactive Journals, Student Work Samples, Technology Centers	6/4/2015 biweekly
G1.B1.S2.A1	Teachers will receive on-going professional development on the implementation of small group and differentiated instruction aligned with student performance data.	Quarles, Michelle	8/28/2014	PLC Meeting Agendas and Minutes, Early Release Day Agendas and Minutes, Early Release Day Sign in Sheet, Electronic Registrar On-Line System, Small group and center rotation lesson plans that include identified students, objective, materials and a rationale based upon data (i-Ready, CGA, FCIM, DAR), Take Away Activities, Individual Professional Development Plans (IPDP's), Professional Development Notebooks, Coaches Logs documenting support and modeling	6/4/2015 weekly
G1.B3.S1.A1	Professional development will be provided to teachers during Pre-planning, PLC and ERD sessions on the use of the Performance Matters and SEAS data management systems.	Washington, Teri	8/11/2014	PLC Meeting Agendas and Sign In, ERD Meeting Agendas and Sign In, Professional Development Notebooks, Individual Professional Development Plans, RTI Plans Documented in SEAS, Individual Educational Plans Documented in SEAS, and Progress Monitoring Plans Documented in SEAS	6/4/2015 weekly
G3.B1.S1.A1	Teachers will participate in bi-weekly ERD and PLC meetings to increase their understanding of how to implement higher level questioning techniques and rigorous instructional activities that are fully aligned with the Florida State Standards and Four Pillars of Excellent	Thomas , Shaakera	9/10/2014	ERD Agendas and Sign In Sheets, Electronic Registrar On-line System, ERD Meeting Minute, Teacher Surveys, Professional Development Notebook, and Individual Professional Development Plans, PLC agendas, Lesson plans, Teaxher/student	6/4/2015 biweekly

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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
	Instruction. Activities may include book talks, professional videos on model classrooms, sharing of best practices, and collaborative learning strategies for adult learners, Coaching Cycles, Peer to Peer Observations,			generated charts, focus walk forms, take Away Activities, analysis of student work samples and data.	
G3.B2.S1.A1	Teachers will participate in weekly PLC and bi-weekly ERD meetings to increase their understanding of how to align daily instructional practices with the Four Pillars of Excellent Instruction. Activities may include book talks, professional videos, sharing of best practices, coaching cycles, peer to peer observations, and collaborative learning strategies for adult learners. Professional development will incorporate job embedded strategies that will be gradually implemented (one pillar during each session) throughout the school year. Focus areas include: Student Engagement, Student Understanding of the Core Content and Strategies, Implementation of Rigorous Instruction, Students taking ownership of their own learning	Thomas , Shaakera	9/10/2014	ERD Agendas and Sign In Sheets, Electronic Registrar On-line System, ERD Meeting Minutes, Teacher Suveys, Professional Development Notebook, Individual Professional Development Plans, Common Planning Time Meeting Minutes, PLC Agenda and Sign In, Weekly Lesson Plans, Analysis of student work samples, Teacher/Student Generated Charts, Common Board Configurations, Classroom Observation and Walk Through logs, Student Portfolios and Work Samples, Take Away Activities, Professional Development Notebook, Individual Professional Development Plans	6/4/2015 biweekly
G3.B4.S1.A1	Teachers will participate in PLC and bi-weekly ERD meetings to increase their understanding of how to unpack the Florida State Standards. They will also work collaboratively with administrators and coaches to review student work samples, analyze assessment data, and develop bi-weekly FCIM Assessments and lesson plans that are aligned to targeted areas of the Florida State Standards.	Washington, Teri	8/21/2014	ERD Agendas and Sign In Sheets, Electronic Registrar On-line System, ERD Meeting Minutes. Teacher Suveys, Professional Development Notebook, Individual Professional Development Plans, Take Away Activities, Common Planning Time Meeting Minutes, PLC Agenda and Sign In, Weekly Lesson Plans, Student work Samples, FCIM Assessments and Lesson Plans, Student Data (CGA, FCIM, i-Ready, Achieve 3000, DAR), Professional Development Notebook, and Electronic Registrar On-line System	6/4/2015 biweekly
G3.B4.S2.A1	Teachers will participate in weekly PLC and bi-weekly ERD meetings to increase their understanding of how to align daily instructional practices with the new Florida State Standards. Activities may include book talks, professional videos, sharing of best practices, coaching cycles, peer to peer observations, and collaborative learning strategies for adult learners. Teachers will utilize strategies and best practices from professional development sessions to consistently develop lesson plans and instructional activities that are aligned with the Florida State Standards. The areas of focus will include the following: Text Dependent Questions, Short and Extended Responses, Mathematical Practices, Integration of Informational Text Across All Content Areas, Close Reading, Response to Literature. Writing: Developing arguments, opinions, and writer's craft to include revising and editing of writing pieces	Thomas , Shaakera	9/10/2014	ERD Agendas and Sign In Sheets, Electronic Registrar On-line System, ERD Meeting Minutes, Teacher Suveys, Professional Development Notebook, Individual Professional Development Plans, Common Planning, Time Meeting Minutes, PLC Agenda and Sign In, Weekly Lesson Plans, Analysis of Student Work Samples , Teacher/ student Generated Charts, Common Board Configurations, Classroom Observation and Walk, Through Logs, Student Portfolios and Work Samples, Take Away Activities, Professional Development Notebook, and Individual Professional Development Plans	6/4/2015 biweekly

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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
G3.B4.S3.A1	Teachers will participate in professional development during Early Release Days and PLC meetings, and District professional development sessions on how to utilize the Florida State Standards and Writing Rubric to increase student skills with responding to informational and literary text, using evidence from the text to support their writing, and composing argumentative and opinions across all content areas.	Thomas , Shaakera	8/11/2014	ERD Meeting Agendas and Sign In, PLC Meeting Agendas and Sign In, Daily Writing Lesson Plans, Classroom Artifacts, Writing Portfolios - Samples of Student Work, Interactive Journals/ Student Work Samples Common Board Configuration, Short and Extended Responses, Take Away Activities, Conference Logs	6/4/2015 weekly
G1.B2.S1.A2	Teachers will be provided professional development on the implementation of i-Ready, DAR, Xtra Math, FAIR (K), Achieve 3000, and Write to Learn. Teachers will provide opportunities for students to engage with technology and computer- based programs such as: i-Ready, Achieve 3000, Xtra Math, Gizmo, and Write to Learn.	Washington, Teri	8/18/2014	Evidence of technology embedded in lesson plans, Documentation of Classroom Observations and Focus Walk, Reading Lesson Plans and Use of the Curriculum Guide Resources, Success Maker Tracking Sheets Assessment Data, and Use of Data Notebooks	6/4/2015 weekly
G2.B1.S1.A2	The RTI Team will attend district professional development sessions and model support for teacher to develop strategies for working with students in need of interventions. The RTI Team and teachers will meet bi-weekly to review student data and develop strategies based upon the needs of individual students and teachers.	Hill, LaSha	8/18/2014	RTI Meeting Agendas and Schedules Documentation of RTI Strategies and Support for Individual Students Referral Data from Genesis V. E. Resource Teacher Schedules Log of Classroom Interventions and Strategies Modeling of RTI Strategies and Support	6/4/2015 biweekly
G2.B1.S2.A2	A variety of activities will be used to promote Character Education including: Book of the Month, school-wide assemblies, Red Ribbon Week, JSO presentation, and school-related activities.	Hill, LaSha	8/18/2014	Book of the Month Bulletin Board (Updated Monthly), Red Ribbon Week Calendar of Activities, and School-Wide Calendar and Schedule of Activities	6/4/2015 daily
G1.B1.S2.A2	Teachers will consistently maintain documentation of small group lesson plans, targeted instructional strategies and individual student conferences.	Quarles, Michelle	8/18/2014	Small Group Lesson Plans (Outlining identified students, rationale, learning objective, and materials), Documentation of Conference Logs (Outlining instructional strategies and conference notes for individual students), Student Work Samples and Journals, Focus Walk and Classroom Visit Logs, Feedback Forms, Formal and Informal Observations, and Coaches Logs (With documentation of models lessons and planning)	6/4/2015 weekly
G1.B3.S1.A2	Teachers will utilize the SEAS data management system to input Progress Monitoring Plans and differentiated interventions and strategies to meet the needs of individual students.	Quarles, Michelle	9/15/2014	Individual Professional Development Plans, RTI Plans Documented in SEAS, Individual Educational Plans, Documented in SEAS, and Progress Monitoring Plans Documented in SEAS	6/4/2015 daily
G3.B1.S1.A2	Teachers will show evidence of the use of higher level questioning, critical thinking, and rigorous instructional activities within daily lesson plans and delivery of instruction. Lesson will be aligned to the District Curriculum Guide, Florida State Standards, Item Specifications, and Higher Level Question Stems. Exit Tickets, Higher Order Thinking (HOT) Questions, and Problems of the Day (POD), Short and Extended Responses, and FCIM Assessments will be consistently	Quarles, Michelle	8/21/2014	Lesson plans that include the use of HOT Question Stems, Problem of the Day, and Exit Tickets, Problem of the Day (Posted and implemented daily), Interactive Journals, Evidence of Short and Extended Responses Exit Tickets, Teacher/student generated charts, Common Board Configurations (To include an Essential Question), Student Portfolios and Work Samples, Coaches Logs of Modeled Lessons, Coaches Feedback Forms, Administrator Feedback Forms	6/4/2015 daily

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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
	utilized and aligned to the Item Specifications and District Curriculum Guides.				
G3.B2.S1.A2	Evidence of the Four Pillars of Excellent Instruction will be embedded within daily instructional practices, lesson plans and instructional activities through the following: Use of Collaborative Learning Strategies to increase student engagement, questioning and discussion techniques, Higher Level Questions to increase rigor, Exit Tickets and Checks for Student Understanding, a variety of options for students to take ownership of their learning through the the use of rubrics, selection of graphic organizers, center activities, whole group and independent assigned learning tasks, The Gradual Release Model implemented within the Introduction, I do, We Do, You Do, and close of the lesson, Accountable Talk and Explicit Vocabulary	Quarles, Michelle	8/21/2014	Lesson Plans, Problem of the Day, Student work, Teacher/Student Generated Charts, Common Board Configurations, Student Portfolios and Work Samples, Coaches Logs of Modeled Lessons, Coaches Feedback Forms, Administrator Feedback Forms, Cast Formal and Informal Observations, Evidence of the Four Pillars of Excellent Instruction (Posted and reviewed)	6/4/2015 daily
G3.B4.S2.A2	Teachers will effectively implement and develop lesson plans and instructional activities that are aligned with the Florida State Standards through the following: Use of the Gradual Release Model to include the Introduction, I do, We Do, You Do, and close of the lesson Novel Studies/Close Reading, Conceptual Math- Math Investigations, Gizmos, Short and Extended Responses Mathematical Practices, Text Dependent Questions, Implementation of Informational Text Across all Grade Levels (Time for Kids, Social Studies Assessments, Science Readers, Achieve 3000 (3rd-5th grades), Write to Learn (5th grade), Developing arguments, opinions, and writer's craft to include editing and revising pieces Response to Literature, Book of the Month Responses, FCIM Lessons and Assessments, Interactive Word Walls and Explicit Vocabulary Activities	Quarles, Michelle	8/21/2014	Lesson Plans, Problem of the Day, Student Work, FCIM Lessons and Assessments, Teacher/student Generated Charts, Common Board Configurations, Student Portfolios and Work Samples, Coaches Logs of Modeled Lessons, Coaches Feedback Forms, Administrator Feedback Forms, Cast Formal and Informal Observations	6/4/2015 daily
G3.B4.S3.A2	Teachers will model the writing process daily; all writing will be dated, and recorded in a journal, or work folder for monitoring of growth across time. An emphasis will be placed on the following areas: Composing Opinions and Arguments Utilizing Informational and Literary Text, Writing Across all Content Areas to Include Informational and Literary Texts, Use of Rubrics, Anchor Papers and Exemplars, Small Group Instruction, Book of the Month Response to Literature, Write to Learn, Writer's Craft to Include Revisions and Editing	Thomas , Shaakera	8/18/2014	Evidence of Student Work Over Time, Conference Logs, Writing Portfolios, Assessment Crates, Florida State Standards and Writing Rubric, Posted student Work, Student Use of Evidence to Support Writing, Short and Extended Responses, Write to Learn Data, Lesson Plans	6/5/2015 daily
G1.B2.S1.A3	V. E. Resource teachers and District ESOL Representatives will work with administrators and classroom teachers develop a daily schedule to provide	Hill, LaSha	8/18/2014	Evidence and documentation of support based upon IEP and ELL goals and objectives, Evidence of small group lesson plans and support, V. E.	6/4/2015 daily

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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
	supplemental support to students based upon their IEP goals.			Resource Teacher Schedules, Evidence of MRT Meeting Agenda and IEP updates, Data from the District Curriculum Guide Assessments, Data Notebooks, Interactive Journals and Student Work Samples, PLC Meeting Agendas and Sign In, Common Planning Time Meeting Minutes, Classroom Observation Logs, and Safety Net Schedule	
G1.B3.S1.A3	Teachers will utilize the Performance Matters data management system to review and analyze data reports to assist in planning differentiated interventions, small group and centers, and strategies to meet the needs of individual students.		8/11/2014	Individual Professional Development Plans, Small Group and Center Lesson Plan, Data Notebooks, Conference Logs, Center Rotations Posted, and Extended Hour Small Group Rotations	6/4/2015 weekly
G3.B2.S1.A3	Instructional Coaches and District Specialist will model how to release responsibility to students in order to provide an opportunity to collaborate, discuss, and demonstrate understanding of the content through work samples.	Quarles, Michelle	8/11/2014	Coaches Logs Documenting Modeling and Support, PLC Meeting Agenda and Sign In, ERO System Registration, and Lesson Plans	6/4/2015 daily
G3.B4.S3.A3	Teachers will incorporate the use of Short and Extended Responses, Interactive Journals, and Achieve 3000 in daily lesson plans to provide opportunities for students to respond using evidence from the text to support their answers.	Quarles, Michelle	8/11/2014	Evidence of Achieve 3000 Within Daily Centers, Lesson Plans, Use of Interactive Journals, Student Work Samples, Writing Across all Content Areas to Include Evidence of Short and Extended Responses	6/4/2015 daily
G3.B2.S1.A4	Teachers will consistently monitor students understanding of key concepts and skills during the delivery of daily instruction. Exit tickets, anecdotal notes, and informal observations will be conducted and adjustment will be made to daily instruction as needed. Misconceptions will be clarified to increase student understanding.	Washington, Teri	8/11/2014	Lesson Plans, Checks for Understanding, Exit Tickets, and Anecdotal Notes	6/4/2015 daily
G1.MA1	Administrators, Leadership Team Members, teachers and SAC Members will analyze data from the District Curriculum Guide Assessments, FCIM, DAR, and I-Ready to monitor student learning gains in reading and math. Progress towards increasing teacher effectiveness with the use of data and progress monitoring to differentiate instruction will be monitored during the following activities: School Improvement Mid-year Review. Annual Stakeholders Meeting Quarterly Data Chats Next steps for instruction and adjustments to the School Improvement Plan goals and strategies will be made based upon student performance data.	Quarles, Michelle	8/18/2014	Evidence of the Mid-year SIP Review and Updates, Annual Stakeholder's Assessment Meeting Agenda and Sign-In, Individual Professional Development Plan Reviews (Quarterly), Leadership Team Meeting Agendas and, Sign-In, SAC Meeting Agendas and Sign In	6/4/2015 quarterly
G1.B1.S1.MA1	Teachers will work collaboratively with administrators and coaches to utilize assessments, baselines and analysis of student work to map and align curriculum according to student achievement, along with FCIM Calendars and grade level Curriculum Guides which will be discussed during		8/18/2014	Common Planning Time Meeting Minutes, PLC Agendas and Sign In, Weekly Lesson Plans, Classroom, Observation and Walk Through logs, Documentation of Coaches Logs and Teacher Support, Lesson Plans and, Use of the Curriculum Guides, Teacher/ Student Generated Charts, Interactive	6/4/2015 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
	data chats and used to drive instruction. The data will be used to gauge the effectiveness of the instructional practices. The administrators and Leadership Team members will meet weekly to analyze data, identify students not responding to the core instruction and provide teachers with assistant to increase the effectiveness of daily instruction.			Journals and Student Work, Assessment Data, Use of Data Notebooks, Student Portfolios, Leadership Team Meeting Agendas and Sign-in	
G1.B1.S1.MA1	Teachers will work collaboratively with administrators and coaches plan and implement scaffolded lesson plans utilizing the District Curriculum Guides that allow all students additional support and sufficient opportunities to practice new skills and strategies at an appropriate pace. Administrators will conduct on-going focus walks and classroom observations to review lesson plans and monitor the implementation of tiered support, documentation of anecdotal notes and exit tickets. Professional development and tiered support from instructional coaches will be provided based upon the individual needs of teachers.		8/18/2014	Common Planning Time Meeting Minutes, PLC Agendas and Sign In, Weekly Lesson Plans! Classroom Observation and Walk Through logs, Documentation of Coaches Logs, Lesson Plans and Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work, Assessment Data, Use of Data Notebooks, Student Portfolios, Anecdotal Notes, Exit Tickets	6/4/2015 daily
G1.B2.S1.MA1	Teachers will meet with administrators and coaches during weekly PLC meetings to analyze data, adjust instructional strategies, and identify students not responding to the core reading instruction. On-going progress monitoring of these students will be monitored through the RTI and Leadership teams.	Quarles, Michelle	8/18/2014	Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Lesson Plans and Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work Assessment Data, Use of Data Notebooks, Interventionist Logs, RTI Team Meeting Agendas and Student Plans Progress Monitoring Plans, Student Portfolios, Leadership Team Meetings	6/4/2015 weekly
G1.B2.S1.MA1	The Principal and Assistant Principal will conduct on-going classroom observations and focus walks to monitor implementation of RTI Strategies, IEP and ELL goals and objectives. Professional Development, coaching, and modeling will be provided to support individual teacher needs.	Quarles, Michelle	8/18/2014	Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Reading Lesson Plans and Use of the Curriculum Guides, Teacher/Student Generated Charts, Interactive Journals and Student Work , Assessment Data, Use of Data Notebooks, Reading Interventionist Logs, RTI Team Meeting, Agendas and Student Plans, Progress Monitoring Plan, and Safety Net Plans	6/4/2015 daily
G1.B3.S1.MA1	Teachers will work collaboratively with administrators and instructional coaches to analyze student performance data, work samples, and take away activities to adjust lesson plans and instructional strategies during weekly PLC meetings. Quarterly Data Chats will be conducted with teachers to review Individual Professional Development Plan goals and objectives aligned with student progress. Leadership Team members will meet weekly to analyze data, identify students not responding to core instruction and provide teachers with tiered assistant to increase the effectiveness of daily instruction. Safety	Quarles, Michelle	8/18/2014	PLC Meeting Agendas and Sign-in, Take Away Activities, Student Work Samples, Data Chats, Individual Professional Development Plans (IPDP's), Leadership Team Meeting Agenda and Sign-in, Lesson Plans, Data Notebooks, Coaches Logs Including Modeling and Support, Safety Net Schedules, Extended Hour Small Group Plans	6/4/2015 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
	Net Schedules will be updated to provide tiered support to struggling students.				
G1.B3.S1.MA1	Administrators will conduct on-going classroom observations and focus walks to ensure that the data from SEAS and Performance Matters Systems are effectively utilized to monitor student progress and differentiate instruction on a daily basis. Professional development, modeling, and individualized support from instructional coaches will be provided based upon teacher needs.	Quarles, Michelle	8/18/2014	Electronic Registrar On-Line System (ERO), PLC Agendas and Sign-in, ERD Agendas and Sign-in, Small Group Lesson Plans and Center Rotations, Data Notebooks, Quarterly Data Chats, Anecdotal Notes and Conference Logs, Progress Monitoring Plans, Lesson Plans that include Accommodations for ELL and ESE Students, Coaches Logs with Documentation of Support, Classroom Observations Logs, and Focus Walk Forms	6/4/2015 daily
G1.B1.S2.MA1	Teachers will work collaboratively with administrators and instructional coaches to analyze data and develop instructional strategies to monitor the effectiveness and implementation of small groups and center rotations aligned with student performance data.		8/18/2014	PLC Meeting Agendas and Sign In, ERO Sign In, Small Group and Center Lesson Plans Aligned to Data(I-Ready, DAR, FCIM, CGA's), Data Notebooks and data Chats	6/4/2015 weekly
G1.B1.S2.MA1	Administrators will conduct focus walks, informal and formal observations to monitor the fidelity and the implementation of fluid small groups and center rotations aligned with student performance data. Teachers will receive feedback and support from coaches as needed.	Quarles, Michelle	8/18/2014	Documentation of Classroom Observation Logs, Documentation of Focus Walk Forms, Documentation of Teacher Feedback Forms, Documentation of Formal and Informal CAST Observations, Review of Coaches Logs and Documentation of Support/Modeling, Meetings with Instructional Coaches to review weekly PLC and ERD, Professional Development Activities, Review of Take Away Activities from Professional Development (Early, Release Day and PLC Meetings), Data Chats with teachers	6/4/2015 daily
G2.MA1	The principal, Leadership Team, SAC and Foundations Team members will meet during the Annual Stakeholder's meeting to review SIP goals and strategies related to Character Education, TNTP, Gallop and disciplinary data. A Mid-year SIP review will be conducted to identify next steps for improvement and adjustments will be made based upon data.		8/28/2014	Documentation of RTI Meetings Agendas, Referral Data from Genesis, Gallop and TNTP Climate Survey Data, Classroom Observations, Foundations Common Area Observations, Evidence of CHAMPS strategies within classrooms, and RTI Meeting Agendas and Strategies	6/4/2015 monthly
G2.B1.S1.MA1	The Foundation Team and Administrators will meet bi-weekly to monitor the effectiveness and the implementation of school-wide rituals and routines through analyzing Restorative Practices, discipline data, RTI Strategies, Foundations/CHAMPS Surveys and Common Area rituals, routines, and strategies. The team will review evidence to support that the school-wide implementation of Foundations/CHAMPS, Common Area rituals, routines, and strategies are assisting with decreasing the number of suspensions.		8/18/2014	Leadership Team Meeting and Agendas, Foundations Team Meeting and Agendas, Referral Data from Genesis Evidence of CHAMPS and School-wide Rituals and Routines, School-wide Assembly Calendar, Data from Foundations Common Area Observations, RTI Meeting Agendas and Documentation of Student Support and Strategies, Restorative Practices	6/4/2015 biweekly
G2.B1.S1.MA1	Administrators will conduct focus walks, formal and informal observations, and participate in bi-weekly RTI meetings to	Hill, LaSha	8/18/2014	Focus Walk and Classroom Observation Forms, Evidence of CHAMPS Expectations (Posted and	6/4/2015 daily

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Pine Estates Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	monitor the implementation of CHAMPS, Restorative Practices, and RTI Strategies. The RTI Team and teachers will meet bi-weekly to review student data and develop strategies based upon the needs of individual students and teachers.			used during daily instruction), Discipline Data from Genesis, MINT Teacher Portfolios, School-Wide Assembly Calendar Data from Foundations Common Area Observations, RTI Meeting Agenda and Documentation of Strategies, and Evidence of Restorative Practices	
G2.B1.S2.MA1	The effectiveness of the Character Education program, discipline and survey data will be monitored and assessed during weekly Leadership Team Meetings and Foundations Team Meetings to identify areas of improvement and next steps. Adjustments will be made as needed.	Hill, LaSha	8/18/2014	Foundations Team Meeting Sign In and Agenda, Leadership Team Meeting Agendas and Sign In, Student Discipline Data from Genesis, Foundations Surveys and Common Area Observations, and The New Teacher Project (TNTP) Data and Gallop Survey Results	6/4/2015 biweekly
G2.B1.S2.MA1	Administrators will monitor the implementation of Character Education and school-wide rituals and routines through conducting focus walks and reviewing documentation of scheduled activities and events. The Foundations Team will meet bi-weekly to review discipline data, surveys and common area observations to monitor and adjust school related activities as needed.		8/18/2014	Evidence of the Student of the Month Bulletin Board, Character Education Lesson Plans, School Counselor Calendar, Quarterly Assemblies, School-wide Calendar of Events and Activities, Book of the Month Bulletin Board, and Parent Sign-In for the Student of the Month Celebration	6/4/2015 daily
G3.MA1	Administrators, Leadership Team Members, teachers and SAC Members will analyze data from the District Curriculum Guide Assessments, FCIM, DAR, Achieve 3000, and I-Ready to monitor the effectiveness of instructional strategies and student mastery of Florida State Standards during SAC Meetings, Leadership Team Meetings, and the Annual Stakeholder's Meeting. Next steps for instruction and adjustments to the School Improvement Plan goals and strategies will be made based upon student data.	Quarles, Michelle	8/28/2014	Evidence of the Mid-year SIP Review and Updates, Annual Stakeholder's Assessment Meeting Agenda and Sign-In, Individual Professional Development Plan Reviews (Quarterly), Leadership Team Meeting Agendas and Sign-In, and SAC Meeting Agendas and Sign In	6/4/2015 monthly
G3.B1.S1.MA1	Teachers will meet with administrators and coaches during weekly PLC meetings to review student work samples, analyze data, and adjust instructional strategies, to support rigorous instruction. Leadership Team members will meet weekly to assess instructional strategies, plan professional development sessions and Tier instructional support based upon the needs of teachers and students.	Quarles, Michelle	8/21/2014	Leadership Team Meeting Agendas and Sign In Sheets, Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Teacher/Students Generated Charts, Interactive Journals and Student Work, Analysis of Assessment Data (FCIM, Quarterly CGA's, I-Ready), Student Portfolios, PLC Meeting, Agendas and Sign In, Lesson Plans, and Take Away Activities	6/4/2015 weekly
G3.B1.S1.MA1	The Principal and Assistant Principal will conduct on-going classroom observations and focus walks to monitor implementation of instructional strategies to include higher level questioning, use of the Item Specifications, and rigorous instructional activities that are aligned to the Four Pillars of Excellent Instruction and Florida State Standards. Professional Development, coaching, and modeling will be provided to support individual teacher needs.	Quarles, Michelle	8/21/2014	Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Math Lesson Plans and Use of the Curriculum Guides, Teacher/Students Generated Charts, Interactive Journals and Student Work, Assessment Data, Math Portfolios, PLC Meeting Agendas and Sign In, Early Release Day Agendas and Sign In, V. E. Resource Schedule and Logs	6/4/2015 daily

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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
G3.B2.S1.MA1	Teachers will work collaboratively with administrators and coaches during weekly PLC meetings to review and analyze student work samples, review assessment data, and adjust instructional strategies to align with the Four Pillars of Excellent Instruction. Leadership Team members will meet weekly to assess instructional strategies, plan professional development sessions and Tier instructional support based upon the needs of teachers and students.	Quarles, Michelle	8/21/2014	Professional Development Calendar, Leadership Team Meeting Agendas and Sign In Sheets, Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Teacher/Students Generated Charts, Interactive Journals and Student Work, Analysis of Assessment Data (FCIM, Quarterly CGA's, I-Ready) Student Portfolios, PLC Meeting Agendas and Sign In, Lesson Plans, and Take Away Activities	6/4/2015 weekly
G3.B2.S1.MA1	Administrators will conduct on-going classroom observations and focus walks to monitor implementation of daily instructional activities that are aligned with the Four Pillars of Excellent Instruction. Take away activities from PLC Meetings will be utilized to document implementation within core subject areas. Professional Development, coaching, and modeling will be provided to support individual teacher needs.	Quarles, Michelle	8/21/2014	Administrative Feedback Forms, Documentation of Coaches Logs and Modeled Support, Coaches Feedback Forms, Documentation of Classroom Observations and Focus Walks, Lesson Plans to include the use of District Curriculum Guides, Teacher/Students Generated Charts, Interactive Journals and Student Work, Assessment Data, Student Portfolios, Individual Professional Development Plans, Professional Development Notebooks Four Pillars of Excellent Instruction Posted and Reviewed	6/4/2015 daily
G3.B4.S1.MA1	The effectiveness of the Professional Development, modeling and support of teachers with the alignment of the Florida State Standards will be monitored through the use of surveys, exit tickets, take away activities, and classroom observations. Leadership Team members will meet weekly to assess instructional strategies, plan professional development sessions and Tier instructional support based upon the needs of teachers and students.		8/21/2014	Professional Development Calendar, Leadership Team Meeting Agendas and Sign In Sheets, Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Teacher/Students Generated Charts, Interactive Journals and Student Work, Analysis of Assessment Data (FCIM, Quarterly CGA's, I-Ready), Student Portfolios, PLC Meeting Agendas and Sign In, Lesson Plans, and Take Away Activities	6/4/2015 weekly
G3.B4.S1.MA1	Administrators will work collaboratively with instructional coaches, teachers and District Specialist to develop a Professional Development Plan to support the implementation of the Florida State Standards and vertical articulation across all grade levels. Professional Development, coaching, and modeling will support individual teacher needs based upon observations and teacher feedback. On-going focus walks and classroom observations will be conducted by administrators to monitor instructional delivery that is aligned with the Florida State Standards and District Curriculum Guides. Evidence of this alignment will be reflected within daily lesson plans and instructional activities across all grade levels.	Quarles, Michelle	8/21/2014	Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Lesson Plans Aligned to the Florida State Standards and District Curriculum Guides, Teacher/Students Generated Charts, Interactive Journals and Student Work, Assessment Data, Student Portfolios, PLC Meeting Agendas and Sign In, Early Release Day Agendas and Sign In, and V. E. Resource Schedule and Logs	6/4/2015 daily
G3.B4.S2.MA1	Teachers will meet with administrators and coaches during weekly PLC meetings to review and analyze student work samples, review assessment data, and adjust instructional strategies to align with the Four Pillars of Excellent Instruction. Leadership Team members	Quarles, Michelle	8/21/2014	Leadership Team Meeting Agendas and Sign In Sheets, Documentation of Coaches Logs, Documentation of Classroom Observations and Focus Walks, Teacher/Students Generated Charts, Interactive Journals and Student Work, Analysis of Assessment Data	6/4/2015 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
	will meet weekly to assess instructional strategies, plan professional development sessions and Tier instructional support based upon the needs of teachers and students.			(FCIM, Quarterly CGA's, I-Ready), Student Portfolios, PLC Meeting Agendas and Sign In, Lesson Plans, Take Away Activities	
G3.B4.S2.MA1	The Principal and Assistant Principal will conduct on-going classroom observations and focus walks to monitor implementation of daily instructional activities that are aligned with the Four Pillars of Excellent Instruction. Professional Development, coaching, and modeling will be provided to support individual teacher needs.	Quarles, Michelle	8/21/2014	Administrative Feedback Forms, CAST Post Observations, Documentation of Coaches Logs and Modeled Support, Coaches Feedback Forms, Documentation of Classroom Observations and Focus Walks Lesson Plans and Use of District Curriculum Guides, Teacher/Students Generated Charts, Interactive Journals and Student Work, Assessment Data, and Student Portfolios	6/4/2015 daily
G3.B4.S3.MA1	Teachers will work collaboratively with administrators and coaches during weekly PLC Meetings to develop lesson plans, review student work samples and writing assessment data. Adjustments will be made to instruction based upon student needs. Samples of student work will be used to measure student progress in order to identify next steps for instruction. The administrators will work with instructional coaches to make adjustments to the Professional Development Calendar and Tiered support of teachers as needed.	Quarles, Michelle	8/18/2014	PLC Meeting Agendas and Sign In, Leadership Team Meeting Agendas and Sign In, Focus Walk and Classroom Visit Logs, Professional Development Calendar, Coaches Logs with Evidence of Models Lessons and Support, Lesson Plans, Student Writing Samples, Use of Rubrics, Conference Logs	6/4/2015 weekly
G3.B4.S3.MA1	Administrators will monitor the alignment of lesson plans, instructional delivery, and assigned learning tasks to ensure that there is an alignment with the Florida State Standards in writing. Professional Development, coaching, and modeling will support individual teacher needs based upon observations and teacher feedback.	Quarles, Michelle	8/18/2014	CAST Observations, Daily Coaches Logs and Evidence of Teacher Support, Daily Classroom Observation Logs and Focus Walks, Evidence of Lesson Plans, Common Board Configurations, Writing Data and District Assessments, Book of the Month Responses, Student Journals and Work Samples, Evidence of Short and Extended Responses/Exit Tickets, Write to Learn Data	6/4/2015 daily
G4.MA1	Leadership Team members, faculty and SAC members, will meet to conduct an Annual Stakeholder's Assessment to review SIP goals and it he alignment of our School Choice Theme school-wide.	Quarles, Michelle	8/28/2014	Mid-year SIP Update, Annual Stakeholder's Meeting Agenda and Input, Curriculum Guide Assessment Data, and SAC Meetings	6/4/2015 monthly
G4.B2.S1.MA1	Administrators and teachers will work collaboratively to monitor the effectiveness of the implementation of STEAM activities in all core subject areas and grade levels. Teachers, coaches and administrators will meet weekly during PLC Meetings to review student work samples and data to identify next steps for instruction and enrichment.	Quarles, Michelle	9/1/2014	PLC Meeting Sign In and Agendas, Classroom Observations and Focus Walk Logs, District Curriculum Guide Assessment Data, Student Work Samples, Evidence of STEAM activities and Labs, Evidence of Field Trips and Hands-on Activities	6/4/2015 weekly
G4.B2.S1.MA1	Administrators will Monitor the fidelity of the extra-curricular activities aligned with STEAM and ensure that students are provided opportunities to participate in STEAM activities and enrichment activities.	Quarles, Michelle	9/1/2014	Science Club Attendance, Math Club Attendance, Lesson Plans incorporating STEAM Activities, Data from CGA'S and I-ready, Evidence of Hands-on Activities and Weekly Labs, STEAM Field Trips Aligned with State Standards, Cathedral of Arts Program	6/4/2015 weekly
G4.B2.S3.MA1	Leadership Team Members will meet weekly to monitor the effectiveness of the implementation of the EIE Units of	Quarles, Michelle	8/18/2014	PLC Meeting Sign In and Agendas, Classroom Observations and Focus Walk Logs, District Curriculum Guide	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Study and STEAM strategies in all core subject areas and grade levels. Teachers, coaches and administrators will meet weekly during PLC Meetings to review student work samples and data to identify next steps for instruction and professional development.			Assessment Data, Student Work Samples, and Evidence of STEAM activities and Labs	
G4.B2.S3.MA1	Administrators will conduct focus walks, formal and informal observations to monitor the effectiveness and ensure that the STEAM strategies and EIE Units are implemented with fidelity in all core subject areas and grade levels.	Quarles, Michelle	8/18/2014	PLC Meeting Sign In and Agendas, Classroom Observations and Focus Walk Logs, District Science Specialist, Math and Reading Coach Logs and Evidence of Support, Teacher/Student Generated Charts, Interactive Journals, Student Work Samples, Evidence of STEAM activities and Labs	6/4/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase teacher effectiveness with the use of data and progress monitoring to differentiate instruction on a daily basis.

G1.B1 Implementation of small group conference logs, anecdotal notes, and instructional strategies documented with fidelity.

G1.B1.S2 Teachers will maintain fluid grouping along with small group lesson plans that outline instructional strategies that are aligned with student performance data.

PD Opportunity 1

Teachers will receive on-going professional development on the implementation of small group and differentiated instruction aligned with student performance data.

Facilitator

Shaakera Thomas, Reading Coach, Teri Washington, Math Coach, Michelle Quarles, Principal, La'sha Hill, Assistant Principal, and District Reading and Math Specialists

Participants

Teachers (K-5)

Schedule

Weekly, from 8/28/2014 to 6/4/2015

G1.B2 Teacher understanding of how to effectively monitor student progress and use of data to document Safety Nets, and RTI strategies.

G1.B2.S1 Teachers will work with the RTI Team, V. E. Resource teachers, and administrators to analyze data, develop RTI plans, and identify strategies and interventions to support students who are in need of Tier II and Tier III strategies.

PD Opportunity 1

Teachers will utilize Curriculum Guide Assessments, FCIM, i-Ready, DAR, and anecdotal notes to differentiate instruction based upon individual student needs. Teachers will be provided professional development in the following areas: Guided Reading , Small Group Instruction, Response to Intervention, Reading Centers, and Reading Strategies

Facilitator

Michelle Quarles, Principal, La'Sha Hill, Assistant Principal, Shaakera Thomas, Reading Coach, Teri Washington, Math Coach, and Shakesha Swift, School Counselor

Participants

Teachers K-5

Schedule

Weekly, from 8/18/2014 to 6/4/2015

G1.B3 Teacher understanding of the district initiated data system, analysis and use.

G1.B3.S1 Teachers will participate in professional development sessions on how to utilize the Performance Matters and SEAS data management systems to monitor student progress and differentiate instruction on a daily basis.

PD Opportunity 1

Professional development will be provided to teachers during Pre-planning, PLC and ERD sessions on the use of the Performance Matters and SEAS data management systems.

Facilitator

Michelle Quarles, Principal, Shaakera Thomas, Reading Coach, Teri Washington, Math Coach, DCPS Dat Team, and Shekesha Swift, School Counselor

Participants

Teachers K-5

Schedule

Weekly, from 8/11/2014 to 6/4/2015

G2. Increase the effectiveness of School-wide Rituals and Routines, Foundations, and Positive Behavior Strategies to provide a safe learning environment and opportunities for students to grow academically.

G2.B1 The need to implement and maintain school-wide rituals and routines to decrease the number of students in need of targeted intervention and remediation.

G2.B1.S1 CHAMPS, Restorative Practices and RTI will be utilized school-wide to provide a safe and civil school environment.

PD Opportunity 1

Teachers will utilize strategies from the professional development sessions on CHAMPS, Code of Conduct, and School-wide Rituals and Routines. These strategies will be implemented to assist teachers with classroom management and daily routines.

Facilitator

Michelle Quarles, Principal, La'Sha Hill, Assistant Principal, Shakesha Swift, School Counselor, School Level CHAMPS Facilitator, and District Safe and Healthy Schools Staff

Participants

All Classroom Teachers

Schedule

Quarterly, from 8/11/2014 to 6/4/2015

G3. Increase teacher effectiveness with implementing the new Florida State Standards and Four Pillars of Excellent Instruction to provide rigorous instructional activities on a daily basis.

G3.B1 Teacher understanding of how to utilize the District Curriculum Guides, Item Specifications and higher level questioning stems to increase the level of rigor during daily instruction.

G3.B1.S1 Instructional Coaches and District Specialist will facilitate content area PLC and ERD professional development sessions to assist teachers with developing lesson plans that embed rigorous activities and tasks that are aligned to the District Curriculum Guides, Item Specifications, and higher level questioning stems.

PD Opportunity 1

Teachers will participate in bi-weekly ERD and PLC meetings to increase their understanding of how to implement higher level questioning techniques and rigorous instructional activities that are fully aligned with the Florida State Standards and Four Pillars of Excellent Instruction. Activities may include book talks, professional videos on model classrooms, sharing of best practices, and collaborative learning strategies for adult learners, Coaching Cycles, Peer to Peer Observations,

Facilitator

Shaakera Thoms, Reading Coach, Teri Washington, Math Coach, Michelle Quarles, Principal, La'Sha Hill, Assistant Principal, Grade Level Teachers

Participants

Teachers K-5

Schedule

Biweekly, from 9/10/2014 to 6/4/2015

G3.B2 Teacher understanding of how to effectively engage students with rigorous activities that are aligned with the Four Pillars of Excellent Instruction.

G3.B2.S1 Teachers will utilize instructional strategies from professional development sessions to develop lesson plans and instructional activities that align to the Four Pillars of Excellent Instruction.

PD Opportunity 1

Teachers will participate in weekly PLC and bi-weekly ERD meetings to increase their understanding of how to align daily instructional practices with the Four Pillars of Excellent Instruction. Activities may include book talks, professional videos, sharing of best practices, coaching cycles, peer to peer observations, and collaborative learning strategies for adult learners. Professional development will incorporate job embedded strategies that will be gradually implemented (one pillar during each session) throughout the school year. Focus areas include: Student Engagement, Student Understanding of the Core Content and Strategies, Implementation of Rigorous Instruction, Students taking ownership of their own learning

Facilitator

Shaakera Thoms, Reading Coach, Teri Washington, Math Coach, Michelle Quarles, Principal, and La'Sha Hill, Assistant Principal

Participants

Teachers K-5

Schedule

Biweekly, from 9/10/2014 to 6/4/2015

G3.B4 Teacher understanding of how to develop lessons and instructional activities that are aligned to the new Florida State Standards.

G3.B4.S1 Teachers will participate in professional development on how to utilize and unpack the Florida State Standards to gain clear understanding of how the standards correlate across grade levels.

PD Opportunity 1

Teachers will participate in PLC and bi-weekly ERD meetings to increase their understanding of how to unpack the Florida State Standards. They will also work collaboratively with administrators and coaches to review student work samples, analyze assessment data, and develop bi-weekly FCIM Assessments and lesson plans that are aligned to targeted areas of the Florida State Standards.

Facilitator

Shaakera Thoms, Reading Coach, Teri Washington, Math Coach, Michelle Quarles, Principal, La'Sha Hill, Assistant Principal

Participants

Classroom Teacher, VE Teachers, School Based Math Coach, District Math Specialist, Principal, and Assistant Principal

Schedule

Biweekly, from 8/21/2014 to 6/4/2015

G3.B4.S2 Teachers will utilize strategies and best practices from professional development sessions to consistently develop lesson plans and instructional activities that are aligned with the Florida State Standards.

PD Opportunity 1

Teachers will participate in weekly PLC and bi-weekly ERD meetings to increase their understanding of how to align daily instructional practices with the new Florida State Standards. Activities may include book talks, professional videos, sharing of best practices, coaching cycles, peer to peer observations, and collaborative learning strategies for adult learners. Teachers will utilize strategies and best practices from professional development sessions to consistently develop lesson plans and instructional activities that are aligned with the Florida State Standards. The areas of focus will include the following: Text Dependent Questions, Short and Extended Responses, Mathematical Practices, Integration of Informational Text Across All Content Areas, Close Reading, Response to Literature. Writing: Developing arguments, opinions, and writer's craft to include revising and editing of writing pieces

Facilitator

Shaakera Thoms, Reading Coach, Teri Washington, Math Coach, Michelle Quarles, Principal, La'Sha Hill, Assistant Principal, Grade Level Teachers

Participants

Classroom Teacher, VE Teachers, School Based Math Coach, District Math Specialist, Principal, Assistant Principal

Schedule

Biweekly, from 9/10/2014 to 6/4/2015

G3.B4.S3 A school-wide emphasis will be placed on the alignment of the Florida State Standards and Rubrics in writing with a focus on responding to informational and literary text, utilizing evidence from text to support writing and composing argumentative and opinions across all content areas.

PD Opportunity 1

Teachers will participate in professional development during Early Release Days and PLC meetings, and District professional development sessions on how to utilize the Florida State Standards and Writing Rubric to increase student skills with responding to informational and literary text, using evidence from the text to support their writing, and composing argumentative and opinions across all content areas.

Facilitator

Shaakera Thomas, Reading Coach, Teri Washington, Math Coach, Michelle Quarles, Principal, La'Sha Hill, Assistant Principal

Participants

Teachers K-5

Schedule

Weekly, from 8/11/2014 to 6/4/2015

G4. Increase teacher effectiveness with implementing our School Choice Theme (STEAM Academy) to enhance students ability to think critically, problem solve, and participate in hands-on labs and inquiry based learning activities.

G4.B2 Aligning the core science benchmarks and EIE Units of Study with our School Choice STEAM academy across all grade levels.

G4.B2.S3 Teachers will participate in professional development on implementing EIE Units of Study and STEAM activities within the classroom with fidelity across all grade levels.

PD Opportunity 1

Teachers will participate in professional development on how to create and incorporate STEAM activities into daily instruction across all content areas. Areas of focus will include: Science Labs and Hands-on Learning Activities, District Curriculum Guide, Use of Informational Text with Reading, Technology to include: Gizmos, Mimio boards and clickers, Pearson Success Net, I-ready, Achieve 3000, Write to Learn, Xtra Math, Art and Music Instructional Strategies, and Engineering is Elementary

Facilitator

District Science Specialist, Science Lead Teacher, Reading Coach, Math Coach, Principal

Participants

K-5Teachers

Schedule

Biweekly, from 8/11/2014 to 6/4/2015

Technical Assistance Items

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

G1. Increase teacher effectiveness with the use of data and progress monitoring to differentiate instruction on a daily basis.

G1.B3 Teacher understanding of the district initiated data system, analysis and use.

G1.B3.S1 Teachers will participate in professional development sessions on how to utilize the Performance Matters and SEAS data management systems to monitor student progress and differentiate instruction on a daily basis.

PD Opportunity 1

Teachers will utilize the Performance Matters data management system to review and analyze data reports to assist in planning differentiated interventions, small group and centers, and strategies to meet the needs of individual students.

Facilitator

Shaakera Thomas, Reading Coach, Teri Washington, Math Coach, District Specialist, Michelle Quarles, Principal, and La'Sha Hill, Assistant Principal

Participants

Teachers K-5

Schedule

Weekly, from 8/11/2014 to 6/4/2015

G2. Increase the effectiveness of School-wide Rituals and Routines, Foundations, and Positive Behavior Strategies to provide a safe learning environment and opportunities for students to grow academically.

G2.B1 The need to implement and maintain school-wide rituals and routines to decrease the number of students in need of targeted intervention and remediation.

G2.B1.S1 CHAMPS, Restorative Practices and RTI will be utilized school-wide to provide a safe and civil school environment.

PD Opportunity 1

The RTI Team will attend district professional development sessions and model support for teacher to develop strategies for working with students in need of interventions. The RTI Team and teachers will meet bi-weekly to review student data and develop strategies based upon the needs of individual students and teachers.

Facilitator

La'Sha Hill, Assistant Principal Michelle Quarles, Principal Shakesha Swift, School Counselor
School Psychologist

Participants

Pre K - 5 Teachers

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

G2.B1.S2 Character Education will be implemented school-wide to model expectations for responsible behavior.

PD Opportunity 1

The School Counselor and administrators will work collaboratively with teachers to implement Character Education and utilize the Step Up to Bullying Curriculum bi-weekly to maintain positive behavior throughout the school. Students who have maintained positive behavior and exemplified good school citizenship will be recognized monthly through the Student of the Month Program.

Facilitator

Shakesha Swift, School Counselor La'Sha Hill, Assistant Principal Michelle Quarles, Principal

Participants

Teachers K-5

Schedule

Daily, from 8/18/2014 to 6/4/2015

G3. Increase teacher effectiveness with implementing the new Florida State Standards and Four Pillars of Excellent Instruction to provide rigorous instructional activities on a daily basis.

G3.B2 Teacher understanding of how to effectively engage students with rigorous activities that are aligned with the Four Pillars of Excellent Instruction.

G3.B2.S1 Teachers will utilize instructional strategies from professional development sessions to develop lesson plans and instructional activities that align to the Four Pillars of Excellent Instruction.

PD Opportunity 1

Evidence of the Four Pillars of Excellent Instruction will be embedded within daily instructional practices, lesson plans and instructional activities through the following: Use of Collaborative Learning Strategies to increase student engagement, questioning and discussion techniques, Higher Level Questions to increase rigor, Exit Tickets and Checks for Student Understanding, a variety of options for students to take ownership of their learning through the use of rubrics, selection of graphic organizers, center activities, whole group and independent assigned learning tasks, The Gradual Release Model implemented within the Introduction, I do, We Do, You Do, and close of the lesson, Accountable Talk and Explicit Vocabulary

Facilitator

Shaakera Thomas, Reading Coach Teri-Washington, Math Coach

Participants

Teachers K-5

Schedule

Daily, from 8/21/2014 to 6/4/2015

PD Opportunity 2

Instructional Coaches and District Specialist will model how to release responsibility to students in order to provide an opportunity to collaborate, discuss, and demonstrate understanding of the content through work samples.

Facilitator

Shakeera Thomas, Reading Coach Teri Washington, Math Coach District Specialists

Participants

K-5 teachers

Schedule

Daily, from 8/11/2014 to 6/4/2015

Budget Rollup

Summary	
Description	Total
Goal 4: Increase teacher effectiveness with implementing our School Choice Theme (STEAM Academy) to enhance students ability to think critically, problem solve, and participate in hands-on labs and inquiry based learning activities.	0
Grand Total	0

Goal 4: Increase teacher effectiveness with implementing our School Choice Theme (STEAM Academy) to enhance students ability to think critically, problem solve, and participate in hands-on labs and inquiry based learning activities.		
Description	Source	Total
B2.S3.A1	Title I Part A	0
Total Goal 4		0