

[illegible]

2014-15 School Improvement Plan

Rufus E. Payne Elementary School

6725 HEMA RD, Jacksonville, FL 32209

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

81%

Alternative/ESE Center

No

Charter School

No

Minority

99%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

D

C

B

School Board Approval

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

SIP Authority and Template

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

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

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

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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

It is our mission to establish an environment that addresses and promotes the needs of the total child. This environment will provide exciting opportunities for all students, staff members, parents and community members to experience success. Our students will know the importance of working together to solve problems and reach common goals. Through a hands-on, inquiry-based instructional approach, our students will become motivated to learn. They will come to see themselves as worthwhile, capable individuals with unlimited potential. It is through our efforts as educators that we will provide a meaningful, comprehensive educational program. It is through their efforts as students of Rufus E. Payne Elementary, that they will learn, grow, and ultimately come to discover the special talents they each possess.

Provide the school's vision statement

It is our mission to establish an environment that addresses and promotes the needs of the total child. This environment will provide exciting opportunities for all students, staff members, parents and community members to experience success. Our students will know the importance of working together to solve problems and reach common goals. Through a hands-on, inquiry-based instructional approach, our students will become motivated to learn. They will come to see themselves as worthwhile, capable individuals with unlimited potential. It is through our efforts as educators that we will provide a meaningful, comprehensive educational program. It is through their efforts as students of Rufus E. Payne Elementary, that they will learn, grow, and ultimately come to discover the special talents they each possess.

School Environment

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

We build relationships through understanding and acceptance of all cultures through character building. We also teach students to respect each other through our IB program, which emphasizes being Respectful, Responsible, Peaceful, and Proud. On going student teacher conferencing is a continuous process to gain knowledge of all student needs.

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

The safety and security of our students is our paramount duty. We communicate with parents continuously throughout the school year. We provide a positive, safe and nurturing environment that is conducive to learning; where individuals are valued, respected and treated with dignity to endure their cultural and intellectual needs at all times.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

It is imperative that teachers maintain discipline in their classroom. Every teacher must contribute to the overall school atmosphere by taking action in situation that require disciplinary measures.

Teachers should keep in mind that classroom management begins the first day of school. Being proactive is more effective than being reactive. It has been proven that classroom management and professionalism reflect directly on student success. Our main behavioral model that is use throughout the entire school is CHAMPS. Every classroom, cafeteria, and hallway reflects a visual representation of the CHAMPS model and reflects the instructional activity that is taken place during that specific time.

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

The school ensures the social-emotional needs of all students by individual counseling, group counseling, classroom guidance, mentoring and mental health counseling services. These services are providing based on individualized needs of our students.

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

Early warning indicators consist of the following:

Attendance: any students who miss 5 or more days in a month and/or 10 days in a 90 day period or students who miss consecutively without notification from parents/guardians

Students with chronic disciplinary problems

Course failure in Reading or Math

Level 1 and level 2 students and students who are 2 or more years overage

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	0	0	0	0	0	0	
One or more suspensions	1	2	4	3	10	2	22
Course failure in ELA or Math	8	6	0	10	0	2	26
Level 1 on statewide assessment	0	0	0	2	22	17	41
	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Progress Monitoring System: Quarterly meet with teachers to discuss students who have deficiencies in reading and math, as well as to determine behavioral interventions.

RTI Tiering System

Pathway to Excellence: Weekly diagnosis of students progress based on an exit ticket per skill/

standard being addressed.

45 Day Plan: to assist teachers making sure they have what is needed to be effective teachers

Student accountability: data attache cases and student reflections

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 available at the school site.

Description

Rufus E. Payne believes that all parents should play an integral role in assisting in their child's education. Rufus E. Payne Elementary is dedicated to the beliefs that learning should take place in a safe nurturing environment that is conducive to learning; where individuals are valued, respected and treated with dignity to endure their cultural and intellectual needs. In order for individuals to succeed there must be a partnership between home, school and the community. We have the responsibility to prepare individuals for the future as productive citizens ready to compete in a global society. Rufus E. Payne will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of the Title I Programs by holding regularly scheduled monthly SAC meetings. It is our belief that all parents will be invited to attend the meetings through the school's newsletter, marquee, and automated contact through school messenger. The principal and the SAC chair will develop a schedule of monthly meetings for the year and make that schedule assessable to all parents via the above named resources. The meetings will be held the third Thursday of each month and all parents are required to sign an attendance sheet. Parents are given the opportunity to review the plan and offer their input prior to approval. Also, all parents are given surveys at the end of the school year seeking their input on activities, training, and materials they needed to help their child. Results of parent surveys are reviewed during SAC meetings. Members decide with input from parents on how parental involvement funds will be used.

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

Through monthly School Advisory Council meetings and Parent Teacher Association meetings we invite parents and business partners out to the school to solicit feedback on how we can better increase our parental involvement and business partner support. This year we hope to incorporate student performances along with our PTA meetings to increase the level of parental support. The school will continue to offer parental informational sessions during the day as well as training sessions in the evening.

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
Day, Weisha	Principal
Warren, Carrie	Assistant Principal

Duties

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

Weisha Day-Killette, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment(quarterly status reports) of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Carrie Warren, Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Kristi Simpson, School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

Linda Copeland, Varying Exceptionalities (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Guides teachers through the RtI documentation process.

Kristi Simpson/ Linda Copeland, Foundations Leads: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions

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

Rufus E. Payne Elementary RtI Team will utilize the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas to create a draft of the 2014 School Improvement Plan. The RtI Leadership Team will present a draft of the SIP to the School Advisory Council for review, recommendations, and approval. Payne's RtI Leadership Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. Payne's RTI Team Leadership Team will revise and update the plan as the needs of students change throughout the year.

The school-based RtI Team will focus meeting around the following academic and behavioral

questions:

1. What do we expect the students to learn?
2. How do we know they have or have not mastered the grade level standards?
3. What will we do when they have or have not met proficiency?
4. What evidence do we have to support our responses to these questions?

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The school-based RtI Team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Title I, Part A

Varied instructional support is provided to ensure remediation to the low quartile students such as Interventionists, scheduled Response to Intervention time, and Team-Up. These programs offer additional instruction based on data in both reading and math. The Math and Reading Interventionist re-mediate through small group sessions. Scheduled RtI time is utilized to ensure that each teacher has the allotted time for implementation. In addition, the school works closely with the after school Team-Up program to provide free tutoring to low performing students.

Title I, Part C- Migrant

District Social Worker provides resources and support to migrant students and parents.

Title I, Part D

Title II

N/A

Title II

Throughout the 2013-2014 school year there were no ELL students enrolled in Rufus E. Payne Elementary School. However, services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Extended Learning Hour: Reinforce reading deficiencies based on data

Title X- Homeless

Rufus E. Payne's full-time guidance counselor will contact the district Homeless Social Worker. If needed, resources such as clothing and school supplies will be provided. Social Service referrals are given to students identified as homeless to eliminate possible barriers.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

In support of the Superintendents Goal to establish Safe and Secure schools, the district provides Foundations and Champs training to our schools Foundation team. Through this training, Rufus E. Payne Elementary has established core beliefs and systems that has reduced and eliminated school violence.

Nutrition Programs

100% of students receive Free or Reduced breakfast and Lunch through the contracted Chartwell Company.

Housing Programs

N/A

Head Start

Payne holds at least four tours per year for the East Springfield Head Start to acclimate their pre-k students to the elementary setting.

Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A
Other
N/A

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mrs. Lisa Gadson	Education Support Employee
Mrs. Carrie Warren	Parent
Mrs. Hartman	Teacher
Mrs. Johnson	Parent
Mrs. Weisha Day-Killette	Principal
Ms. Wonza Smith	Business/Community
Mrs. Baker	Parent
Cori Warren	Student

Duties

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

Evaluation of last year's school improvement plan

SAC was excited about the increase of parental involvement. The committee was pleased with our 2012-2013 SIP. They agreed with the importance of the Progress Monitoring Plan, which assisted teachers with a quarterly review on student progress. Also, the addition of student accountability was noted as being a crucial impact on student progress.

Development of this school improvement plan

Rufus Payne's School Advisory Council met on August 27, 2014 after thoroughly reviewing the FCAT trend data and made recommendations to improve student achievement.
Rufus Payne's School Advisory Council met on TBA to review the final School Improvement Plan. During that meeting, the SAC voted to move forward with the School Improvement Plan.

Preparation of the school's annual budget and plan

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

The use of funds that has been allocated to our School Advisory Council (SAC), has been determined that the funds will be used towards educational purposes that will enhance student achievement.

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
Day, Weisha	Principal
Warren, Carrie	Assistant Principal
Peterson, Matt	Instructional Coach
York, Kimberly	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

We will meet once a week to review CGA's, unit baseline and post assessments. We will focus on weak areas to guide instruction and increase the rigor throughout all areas. Teachers will unpack the standards addressed for each nine weeks to ensure all standards are addressed in an effective manner. We will also use our Pathway of Excellence documentation to ensure students are reaching their targeted goals. LLT will go into the classrooms to model and introduce reading strategies that can be used across the curriculum. District reading coach and the school reading coach will work with support 3 teachers with the coaching cycle in infuse best practices. We will assist teachers in prioritizing their curriculum, as well as creating baseline and post assessments by using the LAFS to guide instruction. Most importantly have professional development focusing on the use and implementation of the Common Core Standards.

Prioritizing the instruction to increase assessment scores across the curriculum. Implementing reading strategies across the curriculum. To focus on informational text and vocabulary across the curriculum everyday through small group instruction, I-Ready, and ACHIEVE 3000 for grades 3-5. Using the GRRM to focus on learning targets that will increase comprehension, as well as the Close Reading model.

We will also incorporate "Books of the Month" to engaged student literacy. A Literacy Night will encompass the participation of our community, parents and students to positively promote the importance of reading.

Our school is a Transformational School where we have been allocated to have an extra hour of literacy added to each school day. Teachers will use data to drive instruction for this additional hour. Some of the resources that will be used will be ACHIEVE 3000, I-Ready, and FCCR to increase all areas of literacy development.

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

School strategies to encouraging positive working relationships consist of team building activities during faculty meetings and collaborative planning. The coaches meet with teachers as needed to assist and support collaborative planning and instruction to increase a positive instructional environment.

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

1. Partnering new teachers with veteran staff. Principal ,Professional Development Facilitator, and Assistant Principal
2. Monthly professional development with Payne's on-site instructional coaches. Math Coach, Reading Coach and District Specialist
3. Instructional coaches model instructional strategies for first year teachers or teachers in need of extra instructional support due to low classroom performance. Math Coach, Reading Coach, and District Specialist
4. Review resumes, referrals, and data of teachers with classroom experience and proven classroom performance. Principal

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

Rufus Payne's teacher mentoring program is created by the school Professional Development Facilitator (PDF). The PDF will pair beginning teachers with seasoned teachers who had Clinical Educator Training (CET) to help mentor them through their first two years. Teacher Mentors are chosen based on, the number of years of experience, the personality of the teachers and their subject content area knowledge.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers meet with school and district coaches during PLC's to ensure that best practices are being implemented within the classroom. Teachers use the new LAFS standards and by unpacking each standard, teachers are able to comprehend the standard being taught. Also, teachers are following the state blueprint and test specs to ensure all standards are being met. Continuous Professional Development will occur throughout the year to address any misconceptions teachers may have regarding the implementation of instructional materials. The Leadership team has created a 45 day plan that aligns with the instructional needs of the teachers and the coaches will assist and support to make sure the plan is in place. The use of the Gradual Release Model and Close Reading Model the rigor is able to be meant by transferring the accountability of learning to the student.

The main strategy our school will implement to advance college and career awareness is using the new Florida Standards for all academic areas. Unpacking each standard will reinforce comprehension of the standard for a higher quality of learning and achievement. Our school will educate all involved parties through PTA, SAC, and Parental Involvement activities. Literacy Night, Math Night, Open House, and other functions our just a few examples or strategies of how our school will provide professional development needed for our students to succeed and be college and career ready.

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

Our school uses data to help drive instruction and prioritize the curriculum. Teachers design centers based on the data by differentiated the needs of each student. Each student is given a "script" of the areas of need. Teachers track all data throughout the year through Performance Matters site and conference with students after each assessment so students can create their own goals and

expectations. By students reflecting on their data, they are being held accountable for their educational growth. Teachers are continuously monitoring their students progress through Quarterly Status Reports with the Principal and a Progress Monitor System created by the Principal to ensure that the differentiated needs of ALL students are being challenged and met. Teachers are using technology resources as an additional resource during centers and the 1 hour after school reading block. Teachers use the data from I-Ready and Achieve 3000 to assist with students proficiency growth.

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

Strategy: Extended School Day

Minutes added to school year: 21,600

TEAM UP After School Program: Students are chosen to participate in TEAM UP based on FCAT levels of achievement, with levels 1 & 2 given priority. Students worked on targeted academic areas based on assessed weaknesses i.e. CGA assessments, unit baseline and post assessments, exit tickets, etc.....

Strategy Rationale

To assist students with educational deficiencies based on data

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Day, Weisha, dayw@duvalschools.org

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

Data is collected through Performance Matters to create groups for center, differentiated, and RTI instruction.

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

Rufus Payne offers early childhood pre-kindergarten education for 18 four year olds. The objectives for the program are Comprehensive, and provide a solid foundation for entry into basic kindergarten. Students experience hands on literacy activities that build pre-reading, oral expression and phonemic awareness skills. Math skills are enhanced through daily living activities that involve matching, sorting and counting. Within the first 45 days of transitioning into kindergarten, the students are given two assessments; the Florida Kindergarten Readiness Screening (FLKRS), CGA Baseline, DAR and Iowa Test. These results are used to group students for differentiated instruction and provide strategies for Response To Interventions (RTI) student groups.

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.** Goal 1 to support target(s): Goal is to increase overall student proficiency in reading by increasing the rigor using the Student Protocol process through GRRM model, Close Reading, and Socratic Seminars; most importantly unpacking the standards.
- G2.** Goal 2 to support target(s): Goal is to increase overall student proficiency in Math by increasing the rigor using the Student Protocol process through GRRM model and tracking of students.
- G3.** Goal is to increase overall student proficiency in writing by increasing the rigor using the Student Protocol process and writing across the curriculum everyday.
- G4.** Goal is to increase overall student proficiency in Science by increasing the rigor using the Student Protocol process and integrating reading and writing into the curriculum.

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. Goal 1 to support target(s): Goal is to increase overall student proficiency in reading by increasing the rigor using the Student Protocol process through GRRM model, Close Reading, and Socratic Seminars; most importantly unpacking the standards. 1a

G038997

Targets Supported 1b

Indicator	Annual Target
	50.0

Resources Available to Support the Goal 2

- District Specialist to aid additional support for both instructional coaches and teachers
- New District Curriculum Guides, Standards and Assessments
- Coach to support teachers with modeling of lessons through GRRM, Close Reading, common planning and coaching cycle
- Teachers to incorporate informational text and vocabulary across the curriculum to increase rigor.
- DAR, Achieve3000 and I-Ready

Targeted Barriers to Achieving the Goal 3

- Lack of exposure to informational text and vocabulary

Plan to Monitor Progress Toward G1. 8

Monitor DAR administration and data collection
Quarterly Status Reports
ACHIEVE 3000
New Florida Assessment Test
Extended Reading Hour
Pathway to Excellence

Person Responsible

Kimberly York


Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Students increase in reading level, and data

G2. Goal 2 to support target(s): Goal is to increase overall student proficiency in Math by increasing the rigor using the Student Protocol process through GRRM model and tracking of students. 1a

 G038998

Targets Supported 1b

Indicator	Annual Target
	70.0

Resources Available to Support the Goal 2

- Test Item Specs, Florida Standards, Curriculum Guides
- Professional Read: Building Mathematical Comprehension, Using Literary Strategies to Make Meaning
- Professional Learning Communities
- Math Coach support through the Coaching Cycle

Targeted Barriers to Achieving the Goal 3

- Teachers unable to deliver individualized instruction.

Plan to Monitor Progress Toward G2. 8

Analyze data from:
Curriculum Guide Assessments
Pathway to Excellence Documentation
2014 Florida State Assessments

Person Responsible

Matt Peterson


Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Increase of 18% in proficiency for 3rd – 5th grade students in Math on 2015 standardized testing.

G3. Goal is to increase overall student proficiency in writing by increasing the rigor using the Student Protocol process and writing across the curriculum everyday. 1a

 G038999

Targets Supported 1b

Indicator	Annual Target
	45.0

Resources Available to Support the Goal 2

- Teachers Academy
- Teachers will integrate writing in all subject areas
- The writing and reading lessons will connect
- Teachers will collaborate with the Reading coach on effective writing practices for the new Florida Writing Assessment through the coaching cycle.

Targeted Barriers to Achieving the Goal 3

- Teachers lack of knowledge on how to integrate the new writing standards into and across the curriculum

Plan to Monitor Progress Toward G3. 8

Baseline writing assessments
District writing assessments
Florida Writing Assessment

Person Responsible

Kimberly York

Schedule

On 6/5/2015

Evidence of Completion

Students increase in Writing Level

G4. Goal is to increase overall student proficiency in Science by increasing the rigor using the Student Protocol process and integrating reading and writing into the curriculum. 1a

G039000

Targets Supported 1b

Indicator	Annual Target
	45.0

Resources Available to Support the Goal 2

- Teachers Academy
- Science Lab
- Seasoned 5th Grade Science Teacher
- Focus on Informational Text in Reading

Targeted Barriers to Achieving the Goal 3

- Students struggle with reading informational text

Plan to Monitor Progress Toward G4. 8

Analyze data from CGAs to determine growth and if the goals were met.

Person Responsible

Carrie Warren

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Students will be expected to maintain proficient levels and/or show growth on CGAs as well as show 5% growth on the New Florida Science Assessment.

Action Plan for Improvement

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

Problem Solving Key

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

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


G1. Goal 1 to support target(s): Goal is to increase overall student proficiency in reading by increasing the rigor using the Student Protocol process through GRRM model, Close Reading, and Socratic Seminars; most importantly unpacking the standards. **1**

 **G038997**

G1.B2 Lack of exposure to informational text and vocabulary **2**

 **B093787**

G1.B2.S1 Reading Coach will support teachers with complex resources and model lessons necessary for teachers to integrate informational text and vocabulary across the curriculum. **4**

 **S104832**

Strategy Rationale

Reading Coach will need to model lessons on Close Reading which will assist the teachers in using text dependent questions to help students comprehend complex texts.

Action Step 1 **5**

Plan and implement lessons following the DCPS Instructional Framework Model (GRRM) and close reading with school-based Literacy Coach and grade level team during weekly Common Planning Time meetings. Planning will focus on implementing informational text to increase comprehension and high level academic vocabulary.

Person Responsible

Kimberly York

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Common planning agenda and minutes, lesson plans

Action Step 2 5

Students to utilize ACHIEVE 3000 which is a diagnostic reading program that uses informational text only.

Person Responsible

Kimberly York

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student Reports

Action Step 3 5

Professional Development on use of text dependent questions: how to create them, and to instruct students on how to create text dependent questions.

Person Responsible

Kimberly York

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

PD minutes and agendas from grade level PLC's, lesson plans

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

Participate in professional development opportunities to understand how to effectively implement the DCPS Instructional Framework Model and implement the DCPS Instructional Framework Model and Close Reading Lessons in each classroom with fidelity. Lessons will focus on use of informational text and higher level academic vocabulary.

Person Responsible

Kimberly York

Schedule

Biweekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/
Performance Tasks Anecdotal Notes

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

*Lesson Plans (to include DCPS Instructional Framework Model) for both GRRM and CLOSE READING

*Classroom Walk-Throughs

*Formal/Informal Observations

*Quarterly Data Chats

*Common Planning Time Meeting Minutes

*DCPS Coaching Cycle Feedback Forms

Person Responsible

Weisha Day


Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

CAST IPDP Various Assessments Student Portfolios/Journals *Curriculum Guide Assessments *DAR *New Florida State Assessment ACHIEVE 3000 Student Protocol Rubric

G1.B2.S2 All Reading teachers will engage in the use of understanding the new standards and how to unpack the standards. 4

 S104833

Strategy Rationale

By unpacking the new standards, teachers will be able to dig deeper into the informational text to build critical thinking and vocabulary.

Action Step 1 5

Teachers will understand the new Florida Standards by unpacking each standard as aligned with the new test specs.

Person Responsible

Kimberly York

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

*Lesson Plans *PLC Minutes and Agendas *Student work and assessments

Action Step 2 5

Teachers to teach students how to unpack the standards

Person Responsible

Kimberly York

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

specific area in lesson plans, student work, exit slips and teacher made assessments

Action Step 3 5

Teachers to use complex texts that provide both support and rigor (challenges) for students.

Support: What will keep students engaged (reading)?

Challenge: What will make them work?

Person Responsible

Kimberly York

Schedule

On 9/25/2014

Evidence of Completion

PD grade level agendas and minutes, observations, specific area in lesson plans, student work, exit slips and teacher made assessments

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

Participate in professional development opportunities to understand how to unpack the standards and use grade-level appropriate, complex text to drive instruction in the classroom through the implementation of Novel Studies, Literature Circles, Socratic Seminars, and how to model producing written response to text-dependent questions while citing evidence from the text.

Person Responsible

Kimberly York

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/
Performance Tasks Anecdotal Notes

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

Common Planning, Walk Throughs, Quarterly Status Reports and Professional Development

Person Responsible

Kimberly York

Schedule

Weekly, from 8/25/2014 to 6/5/2015


Evidence of Completion

PLC Minutes and agendas, student work, data analysis, Student Protocol Rubric.

G2. Goal 2 to support target(s): Goal is to increase overall student proficiency in Math by increasing the rigor using the Student Protocol process through GRRM model and tracking of students. 1

 G038998

G2.B1 Teachers unable to deliver individualized instruction. 2

 B093795

G2.B1.S1 Conduct training on developing Higher Order Thinking Questions. 4

 S104836

Strategy Rationale

Teachers need to challenge students through rigorous tasks.

Action Step 1 5

Professional learning communities will examine a lesson yet to be taught. The questions teachers have produced will be reviewed for level of rigor and how to increase the level of rigor.

Person Responsible

Matt Peterson

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

List of questions to get students started and a list of questions to challenge students by diving deeper into the standard. Knowledge Tickets.

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

School Math coach will strategically place teachers with flexible grouping strategies. Lesson plans will be shared and developed to incorporate higher order thinking questions.

Person Responsible

Matt Peterson

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Agendas and minutes, interactive journals, classroom walkthroughs, support plans, lesson plans.

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

Lesson Plans
Classroom Walkthroughs / Look Fors
Formal/Informal Observations
Quarterly Data Chats
Common Planning Agendas/Minutes
DCPS Coaching Cycle Feedback forms
Pathway to Excellence Documentation

Person Responsible

Weisha Day


Schedule

Weekly, from 9/25/2014 to 6/5/2015

Evidence of Completion

CAST IPDP Various Assessments Student Portfolios/Journals Pathway to Excellence
Documentation Student Protocol Rubric

G2.B1.S2 Book Study-Building Mathematical Comprehension: Using Literacy Strategies to Make Meaning 4

 S104837

Strategy Rationale

The adult learners in the building will continue to hone their skills.

Action Step 1 5

Plan and facilitate a book study on Questioning techniques. ERD trainings as well as faculty meetings will be conducted. Teachers will participate with presenting examples of high quality instruction during the books study based on good practices discovered through coaching support.

Person Responsible

Matt Peterson

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Artifacts will be constructed and utilized as a best practice to follow.

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

Active participation from administration and instructional coaches. Best practices shared and artifacts created reflecting the use literacy strategies in all core subjects.

Person Responsible

Matt Peterson

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Artifacts developed by summarizing chapter content and displaying the best practices in a centralized place.

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

Teachers will be able to better understand the unique strengths and weaknesses of the student learners in their class.

Person Responsible

Matt Peterson

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

A prescriptive plan will be developed to include activities and strategies to engage each student learner. This plan will be maintained in teacher's RTI notebooks. Student Protocol Rubric.

G2.B1.S3 Individualizing instruction for every child in the classroom. 4

 S105291

Strategy Rationale

Students have unique strengths and weaknesses and their instruction needs to be tailored to fit their needs.

Action Step 1 5

Data chats with each student learner to build a comprehensive plan to success.

Person Responsible

Matt Peterson

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Students maintain their data in their interactive journals. Data from Pathway to Excellence, CGA's, and state assessments will be analyzed.

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

Administration and instructional coaches will be active participants in data chats.

Person Responsible

Matt Peterson

Schedule

On 6/5/2015

Evidence of Completion

Interactive journals will reflect all parties involved in the data chat: student learners and adult learners.

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

Teacher lesson plans will reflect differentiated tasks and flexible grouping.

Person Responsible

Matt Peterson

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans reviewed for completeness by Administration and academic coaches. Student Protocol rubric.

G3. Goal is to increase overall student proficiency in writing by increasing the rigor using the Student Protocol process and writing across the curriculum everyday. 1

G038999

G3.B1 Teachers lack of knowledge on how to integrate the new writing standards into and across the curriculum 2

B093803

G3.B1.S1 Teachers will engage in the understanding on how to use writing across the curriculum. Teachers will participate in professional development throughout the school year on effective writing practices and the understanding of the new standards and assessment. 4

S104842

Strategy Rationale

By understanding the new Florida Writing Assessment and Standards, teachers will effectively be able to teach students how to be proficient writers across the curriculum.

Action Step 1 5

Participate in professional development on how to implement the use of the new writing rubrics, standards, and assessment.

Person Responsible

Kimberly York

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

*Lesson Plans *Student Work Samples/Performance Tasks

Action Step 2 5

Plan and implement lessons following the DCPS Instructional Framework Model (GRRM) and Close Reading with school-based Literacy Coach and grade level team during weekly Common Planning Time meetings. Lessons based on how to implement the use of writing across the curriculum through practice assessments and lessons to determine writing deficiencies.

Person Responsible

Kimberly York

Schedule

On 6/5/2015

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans

Action Step 3 5

Deliver appropriately-paced lessons that allow all students sufficient opportunity to practice new skills and strategies. Teachers and students will use new rubrics and practice assessments to determine writing deficiencies.

Person Responsible

Kimberly York

Schedule

On 6/5/2015

Evidence of Completion

*Lesson Plans *Student Work Samples/Performance Tasks *District Writings

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

Participate in professional development opportunities to understand how to use grade-level appropriate, complex text to drive instruction in the classroom through the implementation of Novel Studies, Literature Circles, Socratic Seminars, and how to model producing written responses to text-dependent questions while citing evidence from the text.

Person Responsible

Kimberly York

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/
Performance Tasks *Anecdotal Notes

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

- *Lesson Plans (to include use of complex text/Novel Studies)
- *Classroom Walk-Throughs
- *Formal/Informal Observations
- *Quarterly Data Chats
- *Common Planning Time Meeting Minutes
- *DCPS Coaching Cycle Feedback Forms

Person Responsible

Kimberly York


Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

*Curriculum Guide Assessments *DAR New Florida Writing Assessment Student Protocol Rubric

G3.B1.S2 Teachers to understand the process of teaching students to respond to text dependent questions to improve effective writing practices. 4

 S107332

Strategy Rationale

Students need to be able to cite information from a text to effectively write an expository or opinion based paper.

Action Step 1 5

Professional Development on how to teach students to respond to text dependent questions through Close Reading across the curriculum.

Person Responsible

Kimberly York

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student work, Agendas, minutes from PLC, lesson plans, Pathway to Excellence (exit tickets)

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

Coach will complete walk throughs and model lesson as needed to support teachers in the implementation of text dependent questions to increase effective writing skills.

Person Responsible

Kimberly York

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student work, feedback forms, lesson plans

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

Modeling of lesson from Reading Coach as needed, walk throughs, and weekly PLC meetings to discuss student progress.

Person Responsible

Kimberly York


Schedule

Weekly, from 8/25/2014 to 6/5/2015


Evidence of Completion

Lesson Plans, Feedback forms, PLC minutes and agendas, student work, Student Protocol Rubric


G4. Goal is to increase overall student proficiency in Science by increasing the rigor using the Student Protocol process and integrating reading and writing into the curriculum. 1

 G039000

G4.B1 Students struggle with reading informational text 2

 B093807

G4.B1.S1 Integrate Science across the curriculum by using Science informational text in centers. 4

 S104843

Strategy Rationale

By integrating Science curriculum across the curriculum, students will have higher exposure to informational text.

Action Step 1 5

Create a schedule based on the curriculum guide to give to 5th grade Reading teacher(s).

Person Responsible

Carrie Warren

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Completed schedules

Action Step 2 5

Provide reading teachers with support on implementing science through informational text.

Person Responsible

Carrie Warren

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Agendas/notes taken from meetings.

Action Step 3 5

Teachers will build science background knowledge through teaching science concepts with informational text.

Person Responsible

Carrie Warren

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans

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

Administration/coaches will monitor that all pieces of this strategy are being implemented through reviewing the created schedule of information to be covered in the reading classroom as well as reviewing lesson plans to ensure the content is being covered in the reading classroom.

Person Responsible

Carrie Warren

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Monthly Science Schedules Reading Lesson Plans

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

Lesson Plans
Classroom Walkthroughs
Formal/Informal Observations
Quarterly Data Chats
Common Planning Agendas/Minutes

Person Responsible

Carrie Warren


Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

CAST IPDP Various Assessments Student Portfolios/Journals Student Protocol Rubric

G4.B1.S2 All teachers will implement the DCPS schedule for Science with fidelity with the support of the District Specialist. 4

 S104844

Strategy Rationale

Because we do not have a Science Coach, the support of the District Science Coach will assist the teachers in implementing the Science Curriculum with fidelity, as well as pull the necessary resources needed to effectively teach Science.

Action Step 1 5

District Science coach to plan weekly with science teachers during PLC.

Person Responsible

Carrie Warren

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans, exit tickets

Action Step 2 5

District Science Coach will support teachers with the sign up and utilize the Science Lab for Science Instruction.

Person Responsible

Carrie Warren

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Science Lab Schedules Lesson Plans

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

Administration/coaches will monitor that all pieces of this strategy are being implemented through reviewing the created lesson plans and lab schedule. Administration will also meet with District Science Coach on a regular basis to make sure all needs are being met with both teacher and students.

Person Responsible

Carrie Warren

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Monthly Science Schedules Lesson Plans Minutes from meetings

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

Lesson Plans
Classroom Walk-throughs
Formal/Informal Observations
Quarterly Data Chats
Common Planning Agendas/Minutes

Person Responsible

Carrie Warren

Schedule

On 6/5/2015

Evidence of Completion

CAST IPDP Various Assessments Student Portfolios/Journals Student Portfolio Rubric

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Plan and implement lessons following the DCPS Instructional Framework Model (GRRM) and close reading with school-based Literacy Coach and grade level team during weekly Common Planning Time meetings. Planning will focus on implementing informational text to increase comprehension and high level academic vocabulary.	York, Kimberly	8/25/2014	Common planning agenda and minutes, lesson plans	6/5/2015 weekly
G1.B2.S2.A1	Teachers will understand the new Florida Standards by unpacking each standard as aligned with the new test specs.	York, Kimberly	8/25/2014	*Lesson Plans *PLC Minutes and Agendas *Student work and assessments	6/5/2015 weekly
G2.B1.S1.A1	Professional learning communities will examine a lesson yet to be taught. The questions teachers have produced will be reviewed for level of rigor and how to increase the level of rigor.	Peterson, Matt	8/25/2014	List of questions to get students started and a list of questions to challenge students by diving deeper into the standard. Knowledge Tickets.	6/5/2015 weekly
G3.B1.S1.A1	Participate in professional development on how to implement the use of the new writing rubrics, standards, and assessment.	York, Kimberly	8/25/2014	*Lesson Plans *Student Work Samples/ Performance Tasks	6/5/2015 monthly
G4.B1.S1.A1	Create a schedule based on the curriculum guide to give to 5th grade Reading teacher(s).	Warren, Carrie	8/25/2014	Completed schedules	6/5/2015 weekly
G4.B1.S2.A1	District Science coach to plan weekly with science teachers during PLC.	Warren, Carrie	8/25/2014	Lesson plans, exit tickets	6/5/2015 weekly
G3.B1.S2.A1	Professional Development on how to teach students to respond to text dependent questions through Close Reading across the curriculum.	York, Kimberly	8/25/2014	Student work, Agendas, minutes from PLC, lesson plans, Pathway to Excellence (exit tickets)	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A1	Plan and facilitate a book study on Questioning techniques. ERD trainings as well as faculty meetings will be conducted. Teachers will participate with presenting examples of high quality instruction during the books study based on good practices discovered through coaching support.	Peterson, Matt	8/25/2014	Artifacts will be constructed and utilized as a best practice to follow.	6/5/2015 monthly
G2.B1.S3.A1	Data chats with each student learner to build a comprehensive plan to success.	Peterson, Matt	8/25/2014	Students maintain their data in their interactive journals. Data from Pathway to Excellence, CGA's, and state assessments will be analyzed.	6/5/2015 weekly
G1.B2.S1.A2	Students to utilize ACHIEVE 3000 which is a diagnostic reading program that uses informational text only.	York, Kimberly	8/25/2014	Student Reports	6/5/2015 weekly
G1.B2.S2.A2	Teachers to teach students how to unpack the standards	York, Kimberly	8/25/2014	specific area in lesson plans, student work, exit slips and teacher made assessments	6/5/2015 weekly
G3.B1.S1.A2	Plan and implement lessons following the DCPS Instructional Framework Model (GRRM) and Close Reading with school-based Literacy Coach and grade level team during weekly Common Planning Time meetings. Lessons based on how to implement the use of writing across the curriculum through practice assessments and lessons to determine writing deficiencies.	York, Kimberly	8/25/2014	*Common Planning Time Meeting Minutes *Lesson Plans	6/5/2015 one-time
G4.B1.S1.A2	Provide reading teachers with support on implementing science through informational text.	Warren, Carrie	8/25/2014	Agendas/notes taken from meetings.	6/5/2015 weekly
G4.B1.S2.A2	District Science Coach will support teachers with the sign up and utilize the Science Lab for Science Instruction.	Warren, Carrie	8/25/2014	Science Lab Schedules Lesson Plans	6/5/2015 weekly
G1.B2.S1.A3	Professional Development on use of text dependent questions: how to create them, and to instruct students on how to create text dependent questions.	York, Kimberly	8/25/2014	PD minutes and agendas from grade level PLC's, lesson plans	6/5/2015 monthly
G3.B1.S1.A3	Deliver appropriately-paced lessons that allow all students sufficient opportunity to practice new skills and strategies. Teachers and students will use new rubrics and practice assessments to determine writing deficiencies.	York, Kimberly	8/25/2014	*Lesson Plans *Student Work Samples/ Performance Tasks *District Writings	6/5/2015 one-time
G4.B1.S1.A3	Teachers will build science background knowledge through teaching science concepts with informational text.	Warren, Carrie	8/25/2014	Lesson plans	6/5/2015 weekly
G1.B2.S2.A3	Teachers to use complex texts that provide both support and rigor (challenges) for students. Support: What will keep students engaged (reading)? Challenge: What will make them work?	York, Kimberly	9/25/2014	PD grade level agendas and minutes, observations, specific area in lesson plans, student work, exit slips and teacher made assessments	9/25/2014 one-time
G1.MA1	Monitor DAR administration and data collection Quarterly Status Reports ACHIEVE 3000 New Florida Assessment Test Extended Reading Hour Pathway to Excellence	York, Kimberly	8/25/2014	Students increase in reading level, and data	6/5/2015 weekly
G1.B2.S1.MA1	*Lesson Plans (to include DCPS Instructional Framework Model) for both GRRM and CLOSE READING *Classroom Walk-Throughs *Formal/ Informal Observations *Quarterly Data	Day, Weisha	8/25/2014	CAST IPDP Various Assessments Student Portfolios/Journals *Curriculum Guide Assessments *DAR *New Florida State Assessment ACHIEVE 3000 Student Protocol Rubric	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Chats *Common Planning Time Meeting Minutes *DCPS Coaching Cycle Feedback Forms				
G1.B2.S1.MA1	Participate in professional development opportunities to understand how to effectively implement the DCPS Instructional Framework Model and implement the DCPS Instructional Framework Model and Close Reading Lessons in each classroom with fidelity. Lessons will focus on use of informational text and higher level academic vocabulary.	York, Kimberly	8/25/2014	Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes	6/5/2015 biweekly
G1.B2.S2.MA1	Common Planning, Walk Throughs, Quarterly Status Reports and Professional Development	York, Kimberly	8/25/2014	PLC Minutes and agendas, student work, data analysis, Student Protocol Rubric.	6/5/2015 weekly
G1.B2.S2.MA1	Participate in professional development opportunities to understand how to unpack the standards and use grade-level appropriate, complex text to drive instruction in the classroom through the implementation of Novel Studies, Literature Circles, Socratic Seminars, and how to model producing written response to text-dependent questions while citing evidence from the text.	York, Kimberly	8/25/2014	Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes	6/5/2015 weekly
G2.MA1	Analyze data from: Curriculum Guide Assessments Pathway to Excellence Documentation 2014 Florida State Assessments	Peterson, Matt	8/25/2014	Increase of 18% in proficiency for 3rd – 5th grade students in Math on 2015 standardized testing.	6/5/2015 weekly
G2.B1.S1.MA1	Lesson Plans Classroom Walkthroughs / Look Fors Formal/Informal Observations Quarterly Data Chats Common Planning Agendas/Minutes DCPS Coaching Cycle Feedback forms Pathway to Excellence Documentation	Day, Weisha	9/25/2014	CAST IPDP Various Assessments Student Portfolios/Journals Pathway to Excellence Documentation Student Protocol Rubric	6/5/2015 weekly
G2.B1.S1.MA1	School Math coach will strategically place teachers with flexible grouping strategies. Lesson plans will be shared and developed to incorporate higher order thinking questions.	Peterson, Matt	8/25/2014	Agendas and minutes, interactive journals, classroom walkthroughs, support plans, lesson plans.	6/5/2015 weekly
G2.B1.S2.MA1	Teachers will be able to better understand the unique strengths and weaknesses of the student learners in their class.	Peterson, Matt	8/25/2014	A prescriptive plan will be developed to include activities and strategies to engage each student learner. This plan will be maintained in teacher's RTI notebooks. Student Protocol Rubric.	6/5/2015 monthly
G2.B1.S2.MA1	Active participation from administration and instructional coaches. Best practices shared and artifacts created reflecting the use literacy strategies in all core subjects.	Peterson, Matt	8/25/2014	Artifacts developed by summarizing chapter content and displaying the best practices in a centralized place.	6/5/2015 monthly
G2.B1.S3.MA1	Teacher lesson plans will reflect differentiated tasks and flexible grouping.	Peterson, Matt	8/25/2014	Lesson plans reviewed for completeness by Administration and academic coaches. Student Protocol rubric.	6/5/2015 weekly
G2.B1.S3.MA1	Administration and instructional coaches will be active participants in data chats.	Peterson, Matt	8/25/2014	Interactive journals will reflect all parties involved in the data chat: student learners and adult learners.	6/5/2015 one-time
G3.MA1	Baseline writing assessments District writing assessments Florida Writing Assessment	York, Kimberly	8/25/2014	Students increase in Writing Level	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	*Lesson Plans (to include use of complex text/Novel Studies) *Classroom Walk-Throughs *Formal/Informal Observations *Quarterly Data Chats *Common Planning Time Meeting Minutes *DCPS Coaching Cycle Feedback Forms	York, Kimberly	8/25/2014	*Curriculum Guide Assessments *DAR New Florida Writing Assessment Student Protocol Rubric	6/5/2015 weekly
G3.B1.S1.MA1	Participate in professional development opportunities to understand how to use grade-level appropriate, complex text to drive instruction in the classroom through the implementation of Novel Studies, Literature Circles, Socratic Seminars, and how to model producing written responses to text-dependent questions while citing evidence from the text.	York, Kimberly	8/25/2014	*Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes	6/5/2015 monthly
G3.B1.S2.MA1	Modeling of lesson from Reading Coach as needed, walk throughs, and weekly PLC meetings to discuss student progress.	York, Kimberly	8/25/2014	Lesson Plans, Feedback forms, PLC minutes and agendas, student work, Student Protocol Rubric	6/5/2015 weekly
G3.B1.S2.MA1	Coach will complete walk throughs and model lesson as needed to support teachers in the implementation of text dependent questions to increase effective writing skills.	York, Kimberly	8/25/2014	Student work, feedback forms, lesson plans	6/5/2015 weekly
G4.MA1	Analyze data from CGAs to determine growth and if the goals were met.	Warren, Carrie	8/25/2014	Students will be expected to maintain proficient levels and/or show growth on CGAs as well as show 5% growth on the New Florida Science Assessment.	6/5/2015 monthly
G4.B1.S1.MA1	Lesson Plans Classroom Walkthroughs Formal/Informal Observations Quarterly Data Chats Common Planning Agendas/Minutes	Warren, Carrie	8/25/2014	CAST IPDP Various Assessments Student Portfolios/Journals Student Protocol Rubric	6/5/2015 weekly
G4.B1.S1.MA1	Administration/coaches will monitor that all pieces of this strategy are being implemented through reviewing the created schedule of information to be covered in the reading classroom as well as reviewing lesson plans to ensure the content is being covered in the reading classroom.	Warren, Carrie	8/25/2014	Monthly Science Schedules Reading Lesson Plans	6/5/2015 monthly
G4.B1.S2.MA1	Lesson Plans Classroom Walk-throughs Formal/Informal Observations Quarterly Data Chats Common Planning Agendas/Minutes	Warren, Carrie	8/25/2014	CAST IPDP Various Assessments Student Portfolios/Journals Student Portfolio Rubric	6/5/2015 one-time
G4.B1.S2.MA1	Administration/coaches will monitor that all pieces of this strategy are being implemented through reviewing the created lesson plans and lab schedule. Administration will also meet with District Science Coach on a regular basis to make sure all needs are being met with both teacher and students.	Warren, Carrie	8/25/2014	Monthly Science Schedules Lesson Plans Minutes from meetings	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Goal 1 to support target(s): Goal is to increase overall student proficiency in reading by increasing the rigor using the Student Protocol process through GRRM model, Close Reading, and Socratic Seminars; most importantly unpacking the standards.

G1.B2 Lack of exposure to informational text and vocabulary

G1.B2.S1 Reading Coach will support teachers with complex resources and model lessons necessary for teachers to integrate informational text and vocabulary across the curriculum.

PD Opportunity 1

Plan and implement lessons following the DCPS Instructional Framework Model (GRRM) and close reading with school-based Literacy Coach and grade level team during weekly Common Planning Time meetings. Planning will focus on implementing informational text to increase comprehension and high level academic vocabulary.

Facilitator

Reading Coach

Participants

Teachers

Schedule

Weekly, from 8/25/2014 to 6/5/2015

PD Opportunity 2

Students to utilize ACHIEVE 3000 which is a diagnostic reading program that uses informational text only.

Facilitator

Reading Coach

Participants

Teachers

Schedule

Weekly, from 8/25/2014 to 6/5/2015

PD Opportunity 3

Professional Development on use of text dependent questions: how to create them, and to instruct students on how to create text dependent questions.

Facilitator

Reading Coach

Participants

Teachers

Schedule

Monthly, from 8/25/2014 to 6/5/2015

G1.B2.S2 All Reading teachers will engage in the use of understanding the new standards and how to unpack the standards.

PD Opportunity 1

Teachers will understand the new Florida Standards by unpacking each standard as aligned with the new test specs.

Facilitator

Reading Coach

Participants

Teachers

Schedule

Weekly, from 8/25/2014 to 6/5/2015

PD Opportunity 2

Teachers to teach students how to unpack the standards

Facilitator

Reading Coach

Participants

Teachers

Schedule

Weekly, from 8/25/2014 to 6/5/2015

G2. Goal 2 to support target(s): Goal is to increase overall student proficiency in Math by increasing the rigor using the Student Protocol process through GRRM model and tracking of students.

G2.B1 Teachers unable to deliver individualized instruction.

G2.B1.S1 Conduct training on developing Higher Order Thinking Questions.

PD Opportunity 1

Professional learning communities will examine a lesson yet to be taught. The questions teachers have produced will be reviewed for level of rigor and how to increase the level of rigor.

Facilitator

Mr. Peterson, Math Coach

Participants

Teachers

Schedule

Weekly, from 8/25/2014 to 6/5/2015

G3. Goal is to increase overall student proficiency in writing by increasing the rigor using the Student Protocol process and writing across the curriculum everyday.

G3.B1 Teachers lack of knowledge on how to integrate the new writing standards into and across the curriculum

G3.B1.S1 Teachers will engage in the understanding on how to use writing across the curriculum. Teachers will participate in professional development throughout the school year on effective writing practices and the understanding of the new standards and assessment.

PD Opportunity 1

Participate in professional development on how to implement the use of the new writing rubrics, standards, and assessment.

Facilitator

Reading Coach

Participants

Teachers

Schedule

Monthly, from 8/25/2014 to 6/5/2015

PD Opportunity 2

Plan and implement lessons following the DCPS Instructional Framework Model (GRRM) and Close Reading with school-based Literacy Coach and grade level team during weekly Common Planning Time meetings. Lessons based on how to implement the use of writing across the curriculum through practice assessments and lessons to determine writing deficiencies.

Facilitator

Reading Coach

Participants

Teachers

Schedule

On 6/5/2015

PD Opportunity 3

Deliver appropriately-paced lessons that allow all students sufficient opportunity to practice new skills and strategies. Teachers and students will use new rubrics and practice assessments to determine writing deficiencies.

Facilitator

Reading Coach

Participants

Teachers

Schedule

On 6/5/2015

G4. Goal is to increase overall student proficiency in Science by increasing the rigor using the Student Protocol process and integrating reading and writing into the curriculum.

G4.B1 Students struggle with reading informational text

G4.B1.S1 Integrate Science across the curriculum by using Science informational text in centers.

PD Opportunity 1

Create a schedule based on the curriculum guide to give to 5th grade Reading teacher(s).

Facilitator

District Science Coach Reading Coach

Participants

5th grade teacher

Schedule

Weekly, from 8/25/2014 to 6/5/2015

PD Opportunity 2

Provide reading teachers with support on implementing science through informational text.

Facilitator

Reading Coach District Science Coach

Participants

5th grade teacher

Schedule

Weekly, from 8/25/2014 to 6/5/2015

PD Opportunity 3

Teachers will build science background knowledge through teaching science concepts with informational text.

Facilitator

Science and Reading Coach

Participants

Teachers

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0