Merrill Road Elementary School

2014-15 School Improvement Plan

Merrill Road Elementary School

8239 MERRILL RD, Jacksonville, FL 32277

http://www.duvalschools.org/merrillroad

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	%

Alternative/ESE Center	Charter School	Minority
No	No	%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Merrill Road Elementary School faculty and staff will provide students with opportunities to learn and achieve success while holding them accountable for high, individual expectations; collaborating and utilizing data focused instructional practices to asist in developing the whole child.

Provide the school's vision statement

Students will leave Merrill Road Elementary School with the knowledge to succeed by achieving individual expectations for the development of the whole child.

School Environment

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

Students have an opportunity to learn and share of different students' culture through the following activities:
1) Multicultural month activities
2) Social Studies Units on People of the World
3) Textbooks stories of different cultures studied during the ELA hour
4) Sharing of different ethnics foods in our school's cafeteria
5) Parents and Grandparents are invited to the school to share native customs
6) Extended Research on People of the World utilizing the computer
7) Teachers work to provide an environment that is conducive to learn for all students regardless of the origin
8) Character Traits are shared monthly as students work to incorporate the character trait into their daily routine
9) Monthly Marvelous Mustang Recognition of a student from each class that has displayed the monthly
character trait daily.
The district utilized the Gallup survey administered to parents, Faculty and Staff. The data is reviewed, disaggregated, and analyzed to determine the impact on the learning environment and the child.
Our school counselor offers regular meeting opportunities for parents to participate in to discuss student and family needs. Information is then shared and needs are addressed.
Our district ESOL Specialist collaborates and works directly with staff to address needs of our ELL population. Opportunities to meet, as well as observe, students and teachers in their environment allows them time to assess and determine needs.

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

Merrill Road Elementary Faculty and Staff along with students have developed school-wide guidelines for success and a code of conduct that is recited everyday of how to have a successful and safe day. Faculty and Staff have created and been trained on Emergency Response Plan of Action in case of a crisis. A trained SERT is trained and ready to be activated in case of an emergency. All classes have a RED Bag with emergency procedures to follow in case of a crisis. Our Safety plan included clearly articulated behaviors and expectations specific to possible emergency

protocols. Staff consistently participates in school-wide monthly drills. All Faculty and Staff are expected to wear ID badges and all visitors MUST check in at the front office where their identification is scanned into the system to check for clearance. Faculty and Staff are constantly monitoring the hall during early morning arrival to ensure that all students get to their classroom safely. Identified Faculty and Staff escort all students to their departure areas for dismissal. A crossing guard is assigned to cross students safely. Faculty and Staff are on duty until all students have safely left the building. Evacuation drills are conducted monthly.

Positive Behavior Intervention and Supports (PBIS) plan is in place to clearly articulate the school-wide expectations and provide consistent opportunities to review, analyze and disaggregated student discipline data to identify trends and needs.

Restorative Justice is utilized to guide our students and staff in understanding the cause and effect of our decisions and develop consequences that require students to resolve their conflicts and differences.

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

School-wide Behavior Expectations, Foundations) CHAMPs have been established and are posted and implemented in all classrooms and throughout the building. These expectations were developed and conveyed to all stakeholders, parents and students during open house and frequently throughout the school year. Consequences, positive and negative have been posted so that students are aware of the expectations. The school is in the process of developing a school-wide Positive Behavior Intervention Strategies to redirect early warning signs of potential negative consequences. Teachers implement Response to Behavior interventions to redirect inappropriate behavior. The Kindness Queen visits and greets all students at our school monthly encouraging positive behavior to all students.

Merrill Road Elementary School awards learners who are doing a great job of exhibiting the current months' character trait. Classroom teachers will choose one student. Those learners enjoy a continental breakfast as they are celebrated for thie positive contribution to our school community. Each student receives a certificate and is allowed to paint their names on the wall of Marvelous Mustangs plaque to be hung in the cafeteria. Parents are sent invitations at least one week in advance.

Teacher and administrative interventions/disciplinary actions will be in accordance with the Duval County Student Code of Conduct.

See more detailed strategies in the school's PBIS Plan.

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

Through a variety of programs designed to meet the individual needs of students, our staff strives to ensure the social-emotional needs of all student. Through these supports, it is our intention to maximize student success in the areas of academic, career, personal/social development through individual, group, classroom guidance lessons, and responsive services. Throughout the year, every student has an opportunity to participate and discuss their likes, dislikes, family make-up, and a variety of other informal discussions designed to get to know our students on a more personal level. Bog brother/Bog Sisters are utilized across the campus to provide opportunities for our students. Students from Jacksonville University also provide mentoring support our students.

Full Service School is a resource for our students and families utilized to provide counseling. guidance, and a variety of other support through our partnership with the United Way.

The faculty and Staff have been trained in how to identify 'Early Warning Signs' of students with potential emotional problems. We utilize several school and community resources that provide services to families and students such as: Full Service Schools. Child Guidance, School Counselor,

Big Brother/Big Sister, Foster Grandma and Grandpa, Honor Students from High School Feeder School, Instructional Support Personnel, Rapid Response System, Teacher/Student mentors, Pals, Child Find and ESE District Support Staff.

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

Through the use of Positive Behavior Interventions and Supports (PBIS) Plan and Foundations Team, discipline data is reviewed, disaggregated, and analyzed monthly to determine trends. From this work, action plans are created to address identified needs.
The Attendance Intervention Team meets monthly to review attendance data and develop action plans and truancy contracts for applicable students.
Through quarterly data chats, student district assessment data, checks for Understanding, teacher created assessment data and informal classroom data is analyzed to determine at-risk students utilizing I-Ready and CGA data. At these data chat CGA baseline data, the previous year's state assessment data (Don Brewer), and retainee data will be utilized to triangulate data points and identify the bottom quartile. Students falling in this category will be monitored throughout each data chat, to evaluate progress and impact of tiered interventions.
Staff is trained on Early Warning Signals (ALERT) specific to behavioral concerns, abuse, bullying and crisis or emergency regarding children. This process includes specific protocols regarding what to do in the case of an identified concern. Merrill Road is a Kindergarten -Grade 2 Elementary School

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The following interventions are in place to address students with potential identified early warning signs:
1) Monitoring of average daily attendance (Monthly AIT Meetings)
2) Quarterly Attendance Recognition Programs (AIT)
3) Small Group Instruction
3) RtI Interventions -academic intervention strategies , data driven instruction, Tier I,II,& III interventions,
Differentiated small group instruction, ESE Support Team, (ISP) Instructional Support Personnel/ Paras,

Reading Coach, Technology Resource Programs (I-Ready).
4) Referral/Monitoring for Multidisciplinary Team
5) Referral for Community Counseling at Community Agencies
6) Assign Student to a mentor
7) Provide remedial and tutorial Opportunities
8) (PBIS) Positive Behavior Intervention Strategies
Through the use of the Positive Behavior Interventions and Supports (PBIS) Plan and Foundations Team, discipline data is reviewed, disaggregated, and analyzed monthly to determine trends. From this work, action plans are created to address identified needs.
*The Attendance Intervention Team meets monthly to review attendance data and develop action plans and truancy contracts for applicable students.
*Through quarterly data chats, student district assessment data, Checks for Understanding, teacher created assessment data and informal classroom data is analyzed to determine at-risk students.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
No

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

Description

Parents will continue to be provided opportunities to view and participate in multiple activities that demonstrate student progress in the academics as well as the resource areas. Communication is a primary goal within this goal of building positive rel;relationships. through the analysis of TNTP data specific to parent surveys, staff identified an action plan to address concerns shared by parents regarding communication and support of their students. We have implemented a parent information center in the front office, specific to providing parents with immediate support resources. Information is available to accessing the parent portal as well as a variety of other materials. In addition school-wide newsletters and events as well as Connect Duval.
Smart Goal:
More than 85% of families will be represented in at least one or more school-sponsored events for the 2014-2015 school year as evidenced by the number of volunteers hours for the year and sign-in sheets from each event.

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

Leadership Team serves as the primary public relations contact for business partnerships, reaching out for opportunities to expand and build upon the connections within the school community, The school extends invitations to parents and the community through the following resources:
1) District/SchoolFlyers
2) Newsletters
3) Connect Duval (Parents Link)
4) PTA Meeting
5) SAC Meetings

6) Open House
7) Parent / Teacher Conferences
8) Monthly Parents Involvement Events
9) Parent Volunteers
10) Personal invitations by Principal, PTA President and SAC Chair
11) Parent Academy
12) Ready to Learn

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
Alexander, Clemijene	Principal
McQueen, Kathy	Guidance Counselor
Sanders-Smith, Cynthia	Instructional Coach
Blitch, Joseph	Assistant Principal

Duties

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

Functions and responsibilities as a productive team:
1. Serve as a resource to faculty and staff regarding the RtI process, best practices, and data disaggregation.
2. Attend all district training opportunities and bring pertinent information back to the school community to
better meet the individual needs of our students.
3. Meet on a monthly, consistent basis to review and disaggregate data. Take information gained from these
meetings back to staff and provide assistance in addressing the needs identified through this process.
4. Monitor and assist in the implementation of the three-tiered RtI model within our school community.
Clemijene C. Alexander, Principal
As the primary instructional leader of our building, my primary responsibility as a member of this team is to provide a clearly articulated common vision and mission of the school. In doing so, I must also ensure that all staff are implementing the MTSS with fidelity through observations and data disaggregation. Through monthly reviews of the School Improvement Plan with our staff, SAC, and MTSS, I will lead our school community in ensuring that all strategies are being implemented and assessing the progress towards our identified goals and objectives.
Joseph Blitch, Assistant Principal
As an instructional leader of our building, Mr. Blitch will also ensure the common vision/mission is clearly articulated and implemented throughout our school community. In support of our monthly reviews of the School Improvement Plans, Mr. Blitch will continue to identify data trends and the work towards ensuring continued progress and growth. As the test coordinator, Mr. Blitch will also strive to ensure the district and state mandated assessments are provided and reviewed in accordance with our identified vision. In addition, Mr. Blitch primarily is responsibility is to implement positive behavioral intervention strategies throughout the school to ensure a safe and civil school. Monthly meetings with the Foundations Team will address identified common area(s) of concern by the team.

Cynthia Sanders-Smith, Reading Coach

As an instructional leader, Ms. Sanders-Smith will work directly with staff to provide support in any way needed to support implementation. Ms. Sanders-Smith's primary responsibility will be to analyze data as soon as it is available to begin the disaggregation and identification of trends. Through this work, she will also assist in identifying additional needs that may exist and work to secure the means necessary to provide support to the instructional staff. As the a district liaison, Ms. Sanders-Smith will also work to ensure that the we are following through with district expectations and utilizing district specialist to support these needs.

Kathy McQueen, Guidance Counselor

Ms. MsQueen primarily will serve as the liaison between the school and the district, identifying barriers to learning and early warning signs of while working with all available resources within the school community to effectively offer support to staff and students, as needed..

Terry White, IPS

also serves as a liaison between the school and the district, identifying needs of both students and staff regarding interventions and providing guidance and support as we navigate through this process, ensuring we are adhering to policies, procedures, and required guidelines. As needed, Ms. White may also be responsible for providing Tier ii and Tier iii interventions for students in need.

Erin Anthony & Daphne Silkert, ESE Teachers

Both ESE teachers will assist in ensuring as students move through the RtI process that appropriate interventions are used and required data is completed. Both teachers may also be responsible for providing Tier ii and Tier iii interventions for students in need. In addition, both will assist in ensuring appropriate, research-based interventions/modifications are chosen and implemented with fidelity.

Grace McKittrik

Ms. McKittrik is the School Technology Contact fro the school and provides technological support for all staff

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

Collaborative problem solving teams meet weekly to discuss core instruction and both small group and individual needs. Teachers work together to brainstorm how resources can be used to address specific student needs. If students continue to struggle after Tier III interventions have been exhausted, the MTSS team meets on a regular basis to look at core instruction and how resources can be allocated to help students. As a result of the discussion at these meetings, staff members develop a plan to meet with small groups and individual team monitors the effectiveness through the analysis of data on a regular basis..

(SAI) Supplemental Academic Instruction Funds (SAI) will be used for remediation of students struggling during the school day. In weekly meetings, our collaborative problem-solving team works directly with teachers to discuss data, interventions, and growth towards identified goals and objectives. As a team, best practices, core instruction, and identified interventions and modifications are identified. During this time the charting of student growth within this process is closely monitored and discussed, independently, as well as in relation to the student's peers. If the data demonstrates a continued gap and/or need, additional resources are identified and provided within our learning community to meet the individual needs of each and every student. In addition, additional resources may be determined by this team to meet the individual needs of each and every student.

Supplemental Academic Instruction (SAI) funds will be used to service students in identified subgroups who are not meeting grade level expectations/standards through a part-time reading interventionist.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Tim Ferrell	Parent
Ms. Houser	Teacher
Vicki Lunsford	Business/Community
Valerie Jefferson	Parent
Bob Silkert	Business/Community
Mary Turner	Education Support Employee
Clemijene Alexander	Principal

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

The School Advisory Council reviews the School Improvement Plan and growth toward goals at each monthly meeting. During this time, the Council reviews data to support this growth and determines needs, as appropriate. Through the mid-year review review process, the School Advisory Council receives a data specific mid-year report that provides all stakeholders with information regarding where we are as a school and assist in developing an action plan for the remainder of the school year. Based upon last year's results, the SAC continues to support the work being done within the classrooms each day, and encourages the continued focus on truly differentiating instruction and focusing on the bottom quartile and specific subgroup data. These areas of focus will continue to provide us with a focus on ensuring academic success for every child. A review of last year's SAC plan reveals that MRE implemented new instructional strategies that we will continue to monitor with monthly analysis with feedback and instructional next steps to maximize the educational impact on student achievement.

Development of this school improvement plan

Our SAC provides ideas, suggestions, strategies and barriers for our school improvement plan while also reviewing data and content provided by the school community. Together the SAC works to ensure the school improvement plan clearly articulates our goals for the school year and monitors our work throughout the year in relation to these identified goals.

Preparation of the school's annual budget and plan

As enrollment is reviewed beginning with the 10-day count, then FTE counts twice a year, budget is reviewed and discussed as a part of each monthly School Advisory Council to stay abreast of needs and impacts on the instructional setting. Time is spent each year educating Council members on the budgetary process, guidelines, and possible opportunities for growth. In an effort to maximize the resources allocated to MRE, the SAC with be active in the following manner:
1) Advise the Principal with the budget
2) Assist the school in developing the School Improvement Plan
3) Monitor the strategies (progress) of the School Improvement Plan) goals
4) Recruit parents to serve on the SAC
5) Advise the Principal on the use of SIP funds if funds are available
6) Assist the Principal in conducting the Mid-Year Stakeholders' Meeting

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

Classroom instructional materials and media cart. In an effort to continue to utilize strategies and resources to best meet the individual needs of our students, our School Advisory Council will continue to use our funds to assist in the expansion of our technology resources in each individual classroom. It is the intention of our advisory council to provide each classroom with the necessary technology to assist us in preparing our students for the future world they will be entering. In expanding our resources, it is the primary focus to expand the use of interactive white boards across the school campus.
SIF for prior years ($6,000.00)

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
Alexander, Clemijene	Principal
Sanders-Smith, Cynthia	Instructional Coach
McQueen, Kathy	Guidance Counselor
Blitch, Joseph	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Based upon our FCAT data (Don Brewer), our primary goals for the 2014-2015 school year will focus on continuing to address the achievement gains of our identified subgroups. Through tailoring instructional strategies within our School Improvement Plan, we will strive to address achievement gaps, provide rigorous instruction and focus on continued achievement in identified areas. This will be done through continued monitoring and disaggregation of data within all professional learning communities, and professional development opportunities, as determined by needs assessments.
In addition, the LLT will work with key staff members to continue to unpack and understand the levels of complexity as identified in the Common Core State Standards. In doing so with a focus on the literacy components, the team will also work with staff to assist in providing additional professional development opportunities to ensure individual needs are being meet. District level Coaching meetings/PLCs will be used to share best practices (i.e. gradual release model, interactive journals) and members of the LLT will assist in multiplying the learning to ensure these best practices are shared across the campus and ultimately implemented with fidelity. As an entire staff our major initiative from every angle must remain to meet the individual needs of every student, every day, in every classroom.

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

In an effort to promote collaborative planning and instruction, all teachers are encouraged to participate in at least one committee that oversees, plans and develop programs that will maximize student achievement while maximizing teachers' expertize. All grade levels are represented on the school's Shared Governance Committee, and grade levels have been given grade level collaborative time during the day every day to meet.In addition, teachers take the initiative to meet as grade level after school and off campus on their own. common collaborative time is provided to all teachers at each grade level daily.

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

As a school and a district, we utilize a variety of strategies meet the individual needs of our staff members.
1. Teacher Induction Program/Mentor Program/MINT: This program is implemented and monitored through our Professional Development Facilitator, Mentors, and District Support staff. Through the designed activities and tasks within this program, staff members are provided with support as they transition into the Duval County Public School system, as well as the teaching professional.
2. Differentiated Instruction Groups (DIG): These groups will use common collaborative time to identify appropriate strategies to meet the individual needs of our students.
3. Professional Learning Communities (PLC): Grade level staff will work together to disaggregated data and identify individual needs within our school community.
4. Focus Walks: Our administrative and curriculum lead team will utilize identified focus walk topics to conduct weekly walk-throughs designed to monitor the implementation of key content, while also providing individual feedback.
5.. Model Classrooms: Curriculum Leads will be used as model classrooms to provide opportunities for all other staff members to see and hear, first hand, best practices.
8. Intern Hosting: Identified classrooms with teachers with Clinical Educator's Training (CET) will host pre-interns and interns from surrounding state and local colleges/universities. As a part of the internship, these individuals are not only included in day-to-day events in the classroom, but also in school-wide activities such as PLCs, grade level meetings and faculty meetings.

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

1. Mentee: Leah Hinote (Kindergarten) Mentor: Joshua Nelson (Second Grade), Mr. Nelson offers a wide and varied range of experience. He has served as a mentor and a directing teacher in previous years. He plans routine meetings and takes part in the district and school based professional development opportunities. He will provide structured support for Ms. Hinote through on-going communication, observations and follow-up activities with assistance in her transition to Merrill Road Elementary School.
2. Mentee: Chelsea Hawkey (2nd Grade), Mentor: Kathryn Houser (2nd Grade), Ms. Houser offers 7 years of experience to this partnership. She has served as a Grade Level Chair, member of our Collaborative Problem Solving Team (CPST) as a part of our RtI Process, and previous Teacher of the Year. Ms. Hawkey joined us last year and team taught with Ms. Houser, and will continue her internship this year with her continued support. Planned mentoring activities include meetings, professional collaboration, on-going communication and support, and overall assistance at Merrill Road Elementary School.
3. Mentee: Sheana Jenkins (Kindergarten), Mentor: Cynthia Sanders-Smith), Mrs. Smith offers 21 years of experience to this partnership. She serves a the Reading Coach and the Professional Development Facilitator, and a member of our Leadership Team, Intervention Team, and has mentored several teachers and interns over the years. Ms. Jenkins joined our staff last year and will continue her partnership and support with Mrs. Smith. Planned mentoring activities include classroom visits, meetings, professional collaboration, on-going communication and continued support, and overall assistance at Merrill Road Elementary School.
4. Mentee: Keri Mann (Kindergarten), Mentor: Gabrielle Treadwell (Kindergarten), Ms. Treadwell offers 10 years of experience to this partnership. She has served as a Curriculum Lead in Mathematics,

participant in Academy of Math, and directing teacher for many college-level interns and pre-interns. Planned mentoring activities include, professional collaboration, on-going communication and continued support, and overall assistance at Merrill Road Elementary School.

5. Mentee: Keri Snyder (P.E.), Mentor: Ms. Lisa Skinner (First Grade), Ms. Skinner offers 21 years of experience to this partnership. She has served on a variety of committees, including the textbook committee. Ms. Snyder has 2 years of experience from out of state, and will also be provided a content area specific mentor through our district office. Planned mentoring activities, include professional collaboration, on-going communication and continued support, and overall assistance at Merrill Road Elementary School.

In every case, mentors are chosen based upon either a common grade level/ranch (common core expectations), proximity, and professional backgrounds. All mentors are also identified based on student growth over time. Data regarding student performance is provided as a part of our MINT program to provide support for mentor status, as well as individual work towards professional goals as indicated in individual professional development plans.

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

Merrill Road Elementary School follows the Duval County Curriculum Learning Guides which have been developed by the district to follow Florida Standards. Through on-going district assessments, staff will consistently monitor the implementation and student progress of learning to ensure alignment. Through the support of the Leadership Team and District Supports, staff are provided with professional support in unpacking the standards and utilizing state released items and item specifications to assist with developing best instructional practices to ensure rigorous instruction each and every day.

The school core instructional program and materials are aligned with the Florida Standards in the following ways:

1) District Learning Curriculum Guides are developed based on the Florida Standards and are the expected curriculum to be taught in all Duval County Public Schools.

2) Quarterly Assessments (CGAs) are integrated into the curriculum guide to monitor instructional growth

3) all Grade Levels are expected to use and teach District purchased research-based instructional materials

4) State/District Assessments such as: FLKRS, Bright Futures, I-Ready Reading/Math, CGAs are the expected

assessments to be utilized

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

Through the use of Early Dismissal professional development, staff utilize district CGAs, I-Ready, DAR, and the Barton Reading Inventory, student work and student diagnostic data to analyze and monitor the use of progress monitoring systems. As student data is analyzed and needs are determined instructional materials are used to provide targeted interventions for students to address these needs. Disaggregated data is use to determine instructional next steps, identify small focused group, monitor progress being made by all SES groups, identify Tier II and III needs, differentiate

instruction for class instructional delivery, provide challenging instructional materials for the advanced learner, determine professional growth for teachers, and determine reteaching strategies.

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: 600

Students who are struggling in reading will receive during school instructional (remediation) support from the Part-time Reading Interventionist.

Strategy Rationale

To provide additional support for students in need.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Alexander, Clemijene, alexanderc@duvalschools.org

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

Progress Reports
Report Cards
Class Projects
Students' Work
Number of Books Read
These reports will be analyzed to determine if the extra support reflects that students are making progress toward grade level mastery of the Florida Standards.

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

Our Leadership Team and Kindergarten Team consistently reach out to preschool programs throughout our school community to build relationships and identify specific needs in assisting students transition into the Kindergarten setting. As we are able, our Leadership Team pulls and reviews all state provided data regarding readiness scores. In addition, our Kindergarten team conducts readiness assessments throughout the summer to assist in gaining knowledge of current levels of progress for incoming Kindergarteners.
As a yearly event, we also hold a "Kindergarten Round-Up" for possible students, preschools, and families, to come learn about Merrill Road Elementary School. This event allows all guests to view a typical school day, spend time in a Kindergarten classroom, and explore the campus from end to end, including a school bus tour.
In addition, this year we are a part of a district-wide initiative to expand the Preschool program across the district. We have opened two voluntary preschool programs for four-year olds who are intending

to enroll in Kindergarten during the upcoming school year. Through the adopted curriculum, our certified staff are providing students with critical readiness skills to prepare them for the Kindergarten curriculum they will be exposed to in the coming year. Using developmentally appropriate instructional strategies and activities, our preschool students are provided with a modified school setting. As we review, disaggregate and analyze the student data through on-going assessments within this program, we can ensure we are providing necessary interventions, modifications, and enrichment activities tailored to meet the individual needs of these preschool students.

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

Merrill Road is a Kg-2 Elementary School.

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

Merrill Road is a Kg.-2 Elementary School.

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

Merrill Road is a Kg.-2 Elementary School.

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

NA

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   All staff will utilize best instructional practices, which will include differentiated instruction, that will result in active, intellectual engagement for all students in all subgroups.

G2.   All staff will provide additional support to parents to assist in supporting them as they strive to meet the educational needs of their students.

G3.   All staff will collaborate, plan and implement interventions and enrichment activities that are designed to meet the individual needs of students within each identified subgroup (white, black, asian, SWD, hispanic, and economically disadvantaged).

G4.   All staff will implement effective instructional practices that are aligned to the Florida Standards Standards and identified goals/objectives designed to meet the individual needs of our students.

G5.   Parents will have multiple opportunities to view and participate in activities designed to show student progress in all areas.

G6.   Instructional technology resources such as smart carts, LCD cameras, document cameras will be expanded across the campus to help assist in meeting the individual needs of our staff and students.

Strategic Goals Detail

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

G1. All staff will utilize best instructional practices, which will include differentiated instruction, that will result in active, intellectual engagement for all students in all subgroups. `1a`

Targets Supported `1b`

G039276

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

Resources Available to Support the Goal `2`

- Curriculum Leads

- Reading Coach, to provide support to all staff, as needed

- District Coach Trainings/Content Area Workshops

- Common Planning, offered on a daily, on-going basis

- Early Dismissal Days for professional development opportunities

- Gradual Release model to be used in all content areas

Targeted Barriers to Achieving the Goal `3`

- Content knowledge of strategies/implementation of enrichment learning activities.

Plan to Monitor Progress Toward G1. `8`

Curriculum Leads, MTSS Team, and the Administrative team will monitor the implementation of differentiated instruction and best practices through the use of instructional rounds, walk-throughs, and classroom observations.

Person Responsible
Cynthia Sanders-Smith

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

Evidence of Completion
Through classroom observation notes and data included in CAST Evaluations and student data analysis, we will document evidence of our progress in utilizing best instructional practices that result in active, intellectual engagement for all students in all subgroups.

G2. All staff will provide additional support to parents to assist in supporting them as they strive to meet the educational needs of their students. `1a`

🔍 G039277

Targets Supported `1b`

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

Resources Available to Support the Goal `2`

- Reading Coach

- Curriculum Leads

- District Specialist

- Staff/Administrative Team

Targeted Barriers to Achieving the Goal `3`

- Parent knowledge and understanding regarding/Math Florida Standards expectations and the instructional strategies used to best meet the needs of their students.

Plan to Monitor Progress Toward G2. `8`

Staff will monitor progress towards meeting this goal through reflections and parent comments after first event to ensure we are providing parents with information they need.

Person Responsible

Clemijene Alexander

Schedule

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

Evidence of Completion

Evidence will be gathered through Parent Meeting Agendas, Attendance Rosters, Parent Reflection Forms and Staff Reflections/Feedback.

G3. All staff will collaborate, plan and implement interventions and enrichment activities that are designed to meet the individual needs of students within each identified subgroup (white, black, asian, SWD, hispanic, and economically disadvantaged). `1a`

Targets Supported `1b`

🔍 G039278

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

Resources Available to Support the Goal `2`

- Identified technology programs designed to meet individual student needs
- Classroom libraries which included a variety of reading levels across grade levels that allow for regular rotations
- Adequate Common Planning Time
- Professional Learning Communities (PLCs)
- Early Dismissal professional development opportunities
- Access to a variety of curriculum materials
- Content knowledge of specific instructional strategies and differentiated instruction to meet the individual needs of students

Targeted Barriers to Achieving the Goal `3`

- Planning and collaboration adjustments due to curriculum changes and new district initiatives
- Insufficient planning time needed to analyze data and identify gaps/needs effectively

Plan to Monitor Progress Toward G3. `8`

Data chats and the analysis of the disaggregation of student data will be used to monitor the progress of specific subgroup data.

Person Responsible

Clemijene Alexander

Schedule

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

Evidence of Completion

Evidence will be seen in lesson plans, student work, classroom walk-throughs, and observations, as well as through the data disaggregation and analysis during data chats.

G4. All staff will implement effective instructional practices that are aligned to the Florida Standards Standards and identified goals/objectives designed to meet the individual needs of our students. 1a

G039279

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Curriculum Guides provided by the district

- Reading Coach

- Curriculum Lead team

- District Specialist in each specific content area

- Adequate common planning times for staff

- Professional development opportunities with entire grade level

- Implementation of technology resources designed to adjust to specific individual student needs

Targeted Barriers to Achieving the Goal 3

- Curriculum guides lesson alignment with content knowledge

- Training opportunities from district curriculum writers

Plan to Monitor Progress Toward G4. 8

Progress towards the implementation of effective instructional practices will be monitored through on-going classroom walk-throughs, observations and instructional rounds.

Person Responsible
Clemijene Alexander

Schedule
Daily, from 9/29/2014 to 9/29/2014

Evidence of Completion
Evidence will be seen through observation notes, lesson plans, data chats, and assessment data.

G5. Parents will have multiple opportunities to view and participate in activities designed to show student progress in all areas. `1a`

Targets Supported `1b`   🔍 G039280

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Resource Teachers

- Staff

Targeted Barriers to Achieving the Goal `3`

- Parent notification

- Updated contact information

Plan to Monitor Progress Toward G5. `8`

On-going monitoring of the goal will be completed as events occur throughout the school year.

Person Responsible
Kathy McQueen

Schedule
Quarterly, from 9/29/2014 to 9/29/2014

Evidence of Completion
Evidence will be seen in parent attendance logs, reflections, pictures, and in our completed Five Star Notebook.

G6. Instructional technology resources such as smart carts, LCD cameras, document cameras will be expanded across the campus to help assist in meeting the individual needs of our staff and students. 1a

G039281

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal 2

- Staff/Technology team

- After-school program

- SAC

Targeted Barriers to Achieving the Goal 3

- Funding

- Staff Training

Plan to Monitor Progress Toward G6. 8

During the mid-year stakeholders review, we will assess our current status towards this technology increase. Next steps will be determined based upon our growth at that time.

Person Responsible
Grace McKittrick

Schedule
Quarterly, from 9/29/2014 to 9/29/2014

Evidence of Completion
Evidence will be seen in the purchase of smart carts and the on-going use of them in classroom observations, lesson plans, as well as through teacher reflection on the impact on student learning.

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. All staff will utilize best instructional practices, which will include differentiated instruction, that will result in active, intellectual engagement for all students in all subgroups. `1`

🔑 G039276

G1.B1 Content knowledge of strategies/implementation of enrichment learning activities. `2`

🔑 B094486

G1.B1.S1 Conduct instructional rounds to determine needs of staff, grade level, and school in relation to instructional practices. `4`

🔑 S105547

Strategy Rationale

To identify potential opportunities in instructional delivery.

Action Step 1 `5`

The Curriculum Leads and/or Leadership Team will conduct instructional observations to determine current levels of progress regarding instructional practices and needed professional development.

Person Responsible

Clemijene Alexander

Schedule

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

Evidence of Completion

Evidence of the implementation of this action step will be seen through documented meeting agenda and notes, the observation agenda, as well as through the analysis of student data to determine the level of impact on student learning.

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

Curriculum Leads will identify needs and monitor implementation of the identified strategies.

Person Responsible

Joseph Blitch

Schedule

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

Evidence of Completion

Observations from instructional rounds and walk-throughs, student data results, CAST evaluations

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

Curriculum Leads and Administrative team will monitor effectiveness during monthly meetings by reviewing observation notes and assessing implementation of identified professional development for staff.

Person Responsible

Clemijene Alexander

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Observations notes, Agendas, Early Dismissal Agendas, CAST evaluations

G1.B1.S2 Provide professional development to support teachers in the implementation of enrichment strategies to engage all students. 4

Strategy Rationale

S105548

To model best practice and outline in detail the expectations for instructional delivery. Follow-up will be provided as an essential part of the professional development activity.

Action Step 1 5

We will provide professional development to support teachers in the implementation of differentiated instructional strategies during Early Dismissals, and offered professional development sessions during common planning and/or after-school sessions.

Person Responsible

Clemijene Alexander

Schedule

On 6/10/2016

Evidence of Completion

Evidence of progress towards meeting goal will be observed through our Early Dismissal Agendas, as well as teacher reflection on sessions and overall information documented during classroom walk-throughs and observations.

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

Implementation of identified strategies that are offered and provided in a professional development opportunity will be monitored through our walk-throughs, classroom observations and instructional rounds.

Person Responsible

Clemijene Alexander

Schedule

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

Evidence of Completion

Evidence of progress towards meeting goal will be observed through our Early Dismissal Agendas, WOW Wednesday Agendas, as well as teacher reflection on sessions and overall information documented during classroom walk-throughs and observations.

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

The Curriculum Leads and Administrative team will monitor effectiveness of these professional development strategies that are offered through observations, walk-throughs and instructional rounds.

Person Responsible

Clemijene Alexander

Schedule

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

Evidence of Completion

Evidence of progress towards meeting goal will be observed through our Early Dismissal Agendas as well as teacher reflection on sessions and overall information documented during classroom walk-throughs, observations and CAST evaluations.

G1.B1.S3 Utilize modified CLC lessons to identify chosen strategies, plan for implementation, and assess the impact on student learning. `4`

🔍 S105549

Strategy Rationale

To determine effectiveness of lesson delivery.

Action Step 1 `5`

Classroom walk-throughs and observations will be used to determine instructional next steps for staff.

Person Responsible

Clemijene Alexander

Schedule

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

Evidence of Completion

walk-throughs, observation logs, CAST evaluations

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

Modified coaching cycles will be provided by the reading coach and district support staff/available specialist to provide support regarding instructional next steps for staff.

Person Responsible

Cynthia Sanders-Smith

Schedule

On 5/29/2015

Evidence of Completion

Coaching Cycle notes, student data, classroom observations/walk-throughs

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

As a part of the coaching cycle, the impact on staff instruction and student learning will be monitored through observations and assessment data.

Person Responsible

Cynthia Sanders-Smith

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

classroom observations, student assessment data

G2. All staff will provide additional support to parents to assist in supporting them as they strive to meet the educational needs of their students. 1

🔍 G039277

G2.B1 Parent knowledge and understanding regarding/Math Florida Standards expectations and the instructional strategies used to best meet the needs of their students. 2

🔍 B094487

G2.B1.S1 Provide support to parents to assist them in meeting the needs of their children 4

🔍 S105550

Strategy Rationale

To ensure student learning is being reinforced outside of the school setting.

Action Step 1 5

Staff will provide parent nights to educate parents and provide strategies and support to assist them in meeting the educational needs of their children.

Person Responsible

Joseph Blitch

Schedule

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

Evidence of Completion

Evidence will be gathered through Parent Meeting Agendas, Attendance Rosters, Parent Reflection Forms and Staff Reflections/Feedback.

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

Administrative team will monitor the implementation of this goal by ensuring the parent night is scheduled and provided to support our families.

Person Responsible

Clemijene Alexander

Schedule

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

Evidence of Completion

Evidence will be gathered through Parent Meeting Agendas, Attendance Rosters, Parent Reflection Forms and Staff Reflections/Feedback.

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

Staff and parents will monitor the effectiveness of the program through their reflection on the content, as well as any information regarding changes in behavior following the parent nights.

Person Responsible

Kathy McQueen

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Evidence will be gathered through Parent Meeting Agendas, Attendance Rosters, Parent Reflection Forms and Staff Reflections/Feedback.

G3. All staff will collaborate, plan and implement interventions and enrichment activities that are designed to meet the individual needs of students within each identified subgroup (white, black, asian, SWD, hispanic, and economically disadvantaged). `1`

🔍 G039278

G3.B2 Insufficient planning time needed to analyze data and identify gaps/needs effectively `2`

🔍 B094490

G3.B2.S1 Common planning and collaborative planning opportunities will be provided to allow staff to collaborate, plan and discuss. `4`

🔍 S105552

Strategy Rationale

Action Step 1 `5`

Common planning time will be provided to allow staff to collaborate, plan and discuss.

Person Responsible

Clemijene Alexander

Schedule

Weekly, from 9/29/2014 to 9/29/2014

Evidence of Completion

Evidence will be provided through team meeting agendas and notes.

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

Collaborative planning will be monitored during work on Early Dismissal meetings and daily common planning periods.

Person Responsible

Clemijene Alexander

Schedule

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

Evidence of Completion

Evidence will be observed through team meeting notes and agendas, as well as observations.

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

The effectiveness of collaborative planning will be monitored through the implementation of available resources and time.

Person Responsible

Clemijene Alexander

Schedule

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

Evidence of Completion

Agenda, meeting notes, classroom observations

G4. All staff will implement effective instructional practices that are aligned to the Florida Standards Standards and identified goals/objectives designed to meet the individual needs of our students. 1

G039279

G4.B2 Curriculum guides lesson alignment with content knowledge 2

B094492

G4.B2.S1 Staff will use the gradual release of responsibility model to provide appropriate scaffolding in each content area. 4

S105553

Strategy Rationale

To ensure all students are exposed to the rigor of the standard with support as needed.

Action Step 1 5

Staff will utilize the "I Do, We Do, You Do" in order to scaffold instruction. This will also be incorporated into the interactive journals in Science and Mathematics.

Person Responsible

Cynthia Sanders-Smith

Schedule

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

Evidence of Completion

Evidence will be seen through lesson plans, interactive journals, and classroom observations.

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

Curriculum Leads will conduct instructional rounds and walk-throughs to monitor the fidelity of implementation

Person Responsible

Joseph Blitch

Schedule

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

Evidence of Completion

Evidence will be observed through lesson plans, student interactive journals, core content boards, and classroom observations.

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

Data discussions and disaggregation will be used to monitor the impact of the gradual release model on student learning.

Person Responsible

Clemijene Alexander

Schedule

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

Evidence of Completion

Evidence will be seen in student assessment data.

G4.B2.S2 Staff will utilize available technology resources to assist in addressing the individual needs of students. 4

S105554

Strategy Rationale

To ensure web-based tools are utilized to differentiate instruction.

Action Step 1 5

Teachers will utilize the available technology resources to better meet the individual needs of students.

Person Responsible

Grace McKittrick

Schedule

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

Evidence of Completion

classroom walk-throughs, lesson plans, workshop rotations

Plan to Monitor Fidelity of Implementation of G4.B2.S2 `6`

Use of available technology resources such as Success Maker, i-Ready and Reflex math will be monitored to ensure it is used to assist in meeting the individual needs of students.

Person Responsible

Grace McKittrick

Schedule

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

Evidence of Completion

data logs, classroom observations, lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 `7`

The effects on student learning will be monitored as it is related to the implementation of the available technology resources.

Person Responsible

Grace McKittrick

Schedule

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

Evidence of Completion

assessment data, program reports, PLC discussions, classroom observations

G4.B2.S3 District support staff will be utilized to provide guidance and instruction regarding the implementation of new curriculum guides. `4`

Strategy Rationale

To provide staff development to all instructional staff.

Action Step 1 `5`

District support staff will be utilized to provide guidance and instruction regarding the new curriculum guide during monthly sessions.

Person Responsible

Clemijene Alexander

Schedule

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

Evidence of Completion

coaches' logs, classroom observations

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

Implementation of curriculum guides will be monitored through weekly walk-throughs and observations.

Person Responsible

Clemijene Alexander

Schedule

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

Evidence of Completion

classroom walk-throughs, observations, lesson plans, CAST evaluations

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

Effectiveness of the implementation of the new curriculum guides will be determined by student assessment data and growth.

Person Responsible

Clemijene Alexander

Schedule

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

Evidence of Completion

classroom observations, walk-throughs, student assessment data

G4.B3 Training opportunities from district curriculum writers `2`

🔍 B094493

G4.B3.S1 Staff will be provided with addition opportunities and support to utilize the new curriculum guides as an instructional tool/resource. `4`

🔍 S105556

Strategy Rationale

To ensure all standards are being addressed through multiple delivery models.

Action Step 1 `5`

Staff will utilize district provided specialist to assist in understanding and utilizing the new curriculum guides to better meet the individual needs of their students.

Person Responsible

Cynthia Sanders-Smith

Schedule

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

Evidence of Completion

lesson plans, classroom observations, Coaching logs

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Implementation of the curriculum guides and resources available will be monitored through classroom observations and student learning.

Person Responsible

Cynthia Sanders-Smith

Schedule

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

Evidence of Completion

classroom observations, lesson plans, notes

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Use of the new curriculum guides and their effect on teacher planning and student learning will be monitored by implementation of core content, use of the common core board, and classroom walk-throughs.

Person Responsible

Cynthia Sanders-Smith

Schedule

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

Evidence of Completion

observation data, lesson plans, Notes, Leadership team Agendas

G5. Parents will have multiple opportunities to view and participate in activities designed to show student progress in all areas. 1

🔑 G039280

G5.B1 Parent notification 2

🔑 B094495

G5.B1.S1 Utilize a variety of mediums to ensure parents are aware of events in a timely fashion to allow for scheduling. 4

🔑 S105557

Strategy Rationale

Action Step 1 5

Utilize the two marquees on campus to communicate upcoming events.

Person Responsible

Kathy McQueen

Schedule

Weekly, from 9/29/2014 to 9/29/2014

Evidence of Completion

Evidence will be seen through pictures, five-star notebook, parent attendance rosters and parent reflections.

Action Step 2 5

Utilize ConnectDuval to notify parents of upcoming events.

Person Responsible

Kathy McQueen

Schedule

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

Evidence of Completion

Evidence will be seen through call reports after each notification.

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

We will monitor the implementation of this goal by monitoring parent attendance at events.

Person Responsible

Kathy McQueen

Schedule

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

Evidence of Completion

Evidence will be seen in parent attendance logs, reflections, pictures, and in our completed Five Star Notebook.

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

Effectiveness of this notification will be monitored through on-going conversations with stakeholders, as well as parent involvement at identified events.

Person Responsible

Kathy McQueen

Schedule

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

Evidence of Completion

Evidence will be seen in parent attendance logs, reflections, pictures, and in our completed Five Star Notebook.

G5.B2 Updated contact information 2

🔑 B094496

G5.B2.S1 Connect Duval reports will be reviewed after each call-out to assist in identifying wrong numbers and allowing us contact families with incorrect data. 4

🔑 S105558

Strategy Rationale

Action Step 1 5

Review reports from Connect Duval after each school-wide call-out.

Person Responsible

Clemijene Alexander

Schedule

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

Evidence of Completion

error report

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Implementation of this goal will be monitored after each call-out as we monitor the number of errors.

Person Responsible

Clemijene Alexander

Schedule

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

Evidence of Completion

error reports

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

Effectiveness of this goal will be monitored by the reduction in errors after each call-out.

Person Responsible

Clemijene Alexander

Schedule

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

Evidence of Completion

error report

G6. Instructional technology resources such as smart carts, LCD cameras, document cameras will be expanded across the campus to help assist in meeting the individual needs of our staff and students. `1`

🔍 G039281

G6.B2 Staff Training `2`

🔍 B094498

G6.B2.S1 As a part of the expansion, staff will be provided with additional training to ensure implementation of materials and resources. `4`

🔍 S105559

Strategy Rationale

Action Step 1 `5`

Smart carts will be expanded across the campus to provide more classrooms with available technology to advance student learning.

Person Responsible

Grace McKittrick

Schedule

Monthly, from 9/11/2014 to 6/5/2015

Evidence of Completion

Evidence will be seen in the purchase of smart carts and the on-going use of them in classroom observations and lesson plans.

Plan to Monitor Fidelity of Implementation of G6.B2.S1 `6`

Staff will utilize smartcarts in their daily instruction to provide engaging, intellectually stimulating activities for students to advance learning.

Person Responsible

Grace McKittrick

Schedule

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

Evidence of Completion

Evidence will be seen in the purchase of smart carts and the on-going use of them in classroom observations and lesson plans.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 `7`

We will monitor the increase in student engagement through the daily use of the smart carts and expanded technology.

Person Responsible

Grace McKittrick

Schedule

Monthly, from 9/10/2014 to 6/12/2015

Evidence of Completion

Evidence will be seen in the purchase of smart carts and the on-going use of them in classroom observations and lesson plans.

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	The Curriculum Leads and/or Leadership Team will conduct instructional observations to determine current levels of progress regarding instructional practices and needed professional development.	Alexander, Clemijene	9/8/2014	Evidence of the implementation of this action step will be seen through documented meeting agenda and notes, the observation agenda, as well as through the analysis of student data to determine the level of impact on student learning.	5/29/2015 monthly
G1.B1.S2.A1	We will provide professional development to support teachers in the implementation of differentiated instructional strategies during Early Dismissals, and offered professional	Alexander, Clemijene	8/18/2014	Evidence of progress towards meeting goal will be observed through our Early Dismissal Agendas, as well as teacher reflection on sessions and overall information documented during	6/10/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	development sessions during common planning and/or after-school sessions.			classroom walk-throughs and observations.	
G1.B1.S3.A1	Classroom walk-throughs and observations will be used to determine instructional next steps for staff.	Alexander, Clemijene	8/18/2014	walk-throughs, observation logs, CAST evaluations	6/5/2015 daily
G2.B1.S1.A1	Staff will provide parent nights to educate parents and provide strategies and support to assist them in meeting the educational needs of their children.	Blitch, Joseph	10/1/2014	Evidence will be gathered through Parent Meeting Agendas, Attendance Rosters, Parent Reflection Forms and Staff Reflections/Feedback.	6/5/2015 quarterly
G3.B2.S1.A1	Common planning time will be provided to allow staff to collaborate, plan and discuss.	Alexander, Clemijene	9/29/2014	Evidence will be provided through team meeting agendas and notes.	9/29/2014 weekly
G4.B2.S1.A1	Staff will utilize the "I Do, We Do, You Do" in order to scaffold instruction. This will also be incorporated into the interactive journals in Science and Mathematics.	Sanders-Smith, Cynthia	9/1/2014	Evidence will be seen through lesson plans, interactive journals, and classroom observations.	6/5/2015 weekly
G4.B2.S2.A1	Teachers will utilize the available technology resources to better meet the individual needs of students.	McKittrick, Grace	10/1/2014	classroom walk-throughs, lesson plans, workshop rotations	6/5/2015 daily
G4.B2.S3.A1	District support staff will be utilized to provide guidance and instruction regarding the new curriculum guide during monthly sessions.	Alexander, Clemijene	10/1/2014	coaches' logs, classroom observations	6/5/2015 monthly
G4.B3.S1.A1	Staff will utilize district provided specialist to assist in understanding and utilizing the new curriculum guides to better meet the individual needs of their students.	Sanders-Smith, Cynthia	9/29/2014	lesson plans, classroom observations, Coaching logs	9/29/2014 quarterly
G5.B1.S1.A1	Utilize the two marquees on campus to communicate upcoming events.	McQueen, Kathy	9/29/2014	Evidence will be seen through pictures, five-star notebook, parent attendance rosters and parent reflections.	9/29/2014 weekly
G5.B2.S1.A1	Review reports from Connect Duval after each school-wide call-out.	Alexander, Clemijene	9/10/2014	error report	6/5/2015 monthly
G6.B2.S1.A1	Smart carts will be expanded across the campus to provide more classrooms with available technology to advance student learning.	McKittrick, Grace	9/11/2014	Evidence will be seen in the purchase of smart carts and the on-going use of them in classroom observations and lesson plans.	6/5/2015 monthly
G5.B1.S1.A2	Utilize ConnectDuval to notify parents of upcoming events.	McQueen, Kathy	9/29/2014	Evidence will be seen through call reports after each notification.	9/29/2014 monthly
G1.MA1	Curriculum Leads, MTSS Team, and the Administrative team will monitor the implementation of differentiated instruction and best practices through the use of instructional rounds, walk-throughs, and classroom observations.	Sanders-Smith, Cynthia	10/1/2014	Through classroom observation notes and data included in CAST Evaluations and student data analysis, we will document evidence of our progress in utilizing best instructional practices that result in active, intellectual engagement for all students in all subgroups.	6/5/2015 quarterly
G1.B1.S1.MA1	Curriculum Leads and Administrative team will monitor effectiveness during monthly meetings by reviewing observation notes and assessing implementation of identified professional development for staff.	Alexander, Clemijene	9/29/2014	Observations notes, Agendas, Early Dismissal Agendas, CAST evaluations	6/5/2015 monthly
G1.B1.S1.MA1	Curriculum Leads will identify needs and monitor implementation of the identified strategies.	Blitch, Joseph	10/1/2014	Observations from instructional rounds and walk-throughs, student data results, CAST evaluations	6/5/2015 weekly
G1.B1.S2.MA1	The Curriculum Leads and Administrative team will monitor effectiveness of these professional development strategies that are offered through observations, walk-throughs and instructional rounds.	Alexander, Clemijene	9/10/2014	Evidence of progress towards meeting goal will be observed through our Early Dismissal Agendas as well as teacher reflection on sessions and overall information documented during	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
				classroom walk-throughs, observations and CAST evaluations.	
G1.B1.S2.MA1	Implementation of identified strategies that are offered and provided in a professional development opportunity will be monitored through our walk-throughs, classroom observations and instructional rounds.	Alexander, Clemijene	10/1/2014	Evidence of progress towards meeting goal will be observed through our Early Dismissal Agendas, WOW Wednesday Agendas, as well as teacher reflection on sessions and overall information documented during classroom walk-throughs and observations.	6/5/2015 weekly
G1.B1.S3.MA1	As a part of the coaching cycle, the impact on staff instruction and student learning will be monitored through observations and assessment data.	Sanders-Smith, Cynthia	9/29/2014	classroom observations, student assessment data	6/5/2015 monthly
G1.B1.S3.MA1	Modified coaching cycles will be provided by the reading coach and district support staff/available specialist to provide support regarding instructional next steps for staff.	Sanders-Smith, Cynthia	9/1/2014	Coaching Cycle notes, student data, classroom observations/walk-throughs	5/29/2015 one-time
G2.MA1	Staff will monitor progress towards meeting this goal through reflections and parent comments after first event to ensure we are providing parents with information they need.	Alexander, Clemijene	10/1/2014	Evidence will be gathered through Parent Meeting Agendas, Attendance Rosters, Parent Reflection Forms and Staff Reflections/Feedback.	6/5/2015 quarterly
G2.B1.S1.MA1	Staff and parents will monitor the effectiveness of the program through their reflection on the content, as well as any information regarding changes in behavior following the parent nights.	McQueen, Kathy	9/29/2014	Evidence will be gathered through Parent Meeting Agendas, Attendance Rosters, Parent Reflection Forms and Staff Reflections/Feedback.	6/5/2015 monthly
G2.B1.S1.MA1	Administrative team will monitor the implementation of this goal by ensuring the parent night is scheduled and provided to support our families.	Alexander, Clemijene	10/1/2014	Evidence will be gathered through Parent Meeting Agendas, Attendance Rosters, Parent Reflection Forms and Staff Reflections/Feedback.	6/5/2015 quarterly
G3.MA1	Data chats and the analysis of the disaggregation of student data will be used to monitor the progress of specific subgroup data.	Alexander, Clemijene	10/1/2014	Evidence will be seen in lesson plans, student work, classroom walk-throughs, and observations, as well as through the data disaggregation and analysis during data chats.	6/5/2015 monthly
G3.B2.S1.MA1	The effectiveness of collaborative planning will be monitored through the implementation of available resources and time.	Alexander, Clemijene	9/10/2014	Agenda, meeting notes, classroom observations	6/5/2015 monthly
G3.B2.S1.MA1	Collaborative planning will be monitored during work on Early Dismissal meetings and daily common planning periods.	Alexander, Clemijene	9/10/2014	Evidence will be observed through team meeting notes and agendas, as well as observations.	6/5/2015 monthly
G4.MA1	Progress towards the implementation of effective instructional practices will be monitored through on-going classroom walk-throughs, observations and instructional rounds.	Alexander, Clemijene	9/29/2014	Evidence will be seen through observation notes, lesson plans, data chats, and assessment data.	9/29/2014 daily
G4.B2.S1.MA1	Data discussions and disaggregation will be used to monitor the impact of the gradual release model on student learning.	Alexander, Clemijene	9/10/2014	Evidence will be seen in student assessment data.	6/5/2015 quarterly
G4.B2.S1.MA1	Curriculum Leads will conduct instructional rounds and walk-throughs to monitor the fidelity of implementation	Blitch, Joseph	10/1/2014	Evidence will be observed through lesson plans, student interactive journals, core content boards, and classroom observations.	6/5/2015 weekly
G4.B3.S1.MA1	Use of the new curriculum guides and their effect on teacher planning and student learning will be monitored by implementation of core content, use of	Sanders-Smith, Cynthia	9/10/2014	observation data, lesson plans, Notes, Leadership team Agendas	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
	the common core board, and classroom walk-throughs.				
G4.B3.S1.MA1	Implementation of the curriculum guides and resources available will be monitored through classroom observations and student learning.	Sanders-Smith, Cynthia	9/10/2014	classroom observations, lesson plans, notes	6/5/2015 weekly
G4.B2.S2.MA1	The effects on student learning will be monitored as it is related to the implementation of the available technology resources.	McKittrick, Grace	9/10/2014	assessment data, program reports, PLC discussions, classroom observations	6/5/2015 monthly
G4.B2.S2.MA1	Use of available technology resources such as Success Maker, i-Ready and Reflex math will be monitored to ensure it is used to assist in meeting the individual needs of students.	McKittrick, Grace	9/10/2014	data logs, classroom observations, lesson plans	6/5/2015 monthly
G4.B2.S3.MA1	Effectiveness of the implementation of the new curriculum guides will be determined by student assessment data and growth.	Alexander, Clemijene	9/10/2014	classroom observations, walk-throughs, student assessment data	6/5/2015 monthly
G4.B2.S3.MA1	Implementation of curriculum guides will be monitored through weekly walk-throughs and observations.	Alexander, Clemijene	10/1/2014	classroom walk-throughs, observations, lesson plans, CAST evaluations	6/5/2015 weekly
G5.MA1	On-going monitoring of the goal will be completed as events occur throughout the school year.	McQueen, Kathy	9/29/2014	Evidence will be seen in parent attendance logs, reflections, pictures, and in our completed Five Star Notebook.	9/29/2014 quarterly
G5.B1.S1.MA1	Effectiveness of this notification will be monitored through on-going conversations with stakeholders, as well as parent involvement at identified events.	McQueen, Kathy	9/10/2014	Evidence will be seen in parent attendance logs, reflections, pictures, and in our completed Five Star Notebook.	6/5/2015 monthly
G5.B1.S1.MA1	We will monitor the implementation of this goal by monitoring parent attendance at events.	McQueen, Kathy	9/10/2014	Evidence will be seen in parent attendance logs, reflections, pictures, and in our completed Five Star Notebook.	6/5/2015 monthly
G5.B2.S1.MA1	Effectiveness of this goal will be monitored by the reduction in errors after each call-out.	Alexander, Clemijene	9/10/2014	error report	6/5/2015 monthly
G5.B2.S1.MA1	Implementation of this goal will be monitored after each call-out as we monitor the number of errors.	Alexander, Clemijene	9/10/2014	error reports	6/5/2015 monthly
G6.MA1	During the mid-year stakeholders review, we will assess our current status towards this technology increase. Next steps will be determined based upon our growth at that time.	McKittrick, Grace	9/29/2014	Evidence will be seen in the purchase of smart carts and the on-going use of them in classroom observations, lesson plans, as well as through teacher reflection on the impact on student learning.	9/29/2014 quarterly
G6.B2.S1.MA1	We will monitor the increase in student engagement through the daily use of the smart carts and expanded technology.	McKittrick, Grace	9/10/2014	Evidence will be seen in the purchase of smart carts and the on-going use of them in classroom observations and lesson plans.	6/12/2015 monthly
G6.B2.S1.MA1	Staff will utilize smartcarts in their daily instruction to provide engaging, intellectually stimulating activities for students to advance learning.	McKittrick, Grace	9/10/2014	Evidence will be seen in the purchase of smart carts and the on-going use of them in classroom observations and lesson plans.	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. All staff will utilize best instructional practices, which will include differentiated instruction, that will result in active, intellectual engagement for all students in all subgroups.

G1.B1 Content knowledge of strategies/implementation of enrichment learning activities.

G1.B1.S1 Conduct instructional rounds to determine needs of staff, grade level, and school in relation to instructional practices.

PD Opportunity 1

The Curriculum Leads and/or Leadership Team will conduct instructional observations to determine current levels of progress regarding instructional practices and needed professional development.

Facilitator

Clemijene Alexander, Principal Cynthia Sanders-Smith, Reading Coach Joseph Blitch, Assistant Principal

Participants

2-8 people depending on content area and availability

Schedule

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

G1.B1.S2 Provide professional development to support teachers in the implementation of enrichment strategies to engage all students.

PD Opportunity 1

We will provide professional development to support teachers in the implementation of differentiated instructional strategies during Early Dismissals, and offered professional development sessions during common planning and/or after-school sessions.

Facilitator

Reading Coach, Administrative Teams, Curriculum Leads (if appropriate)

Participants

as needed

Schedule

On 6/10/2016

G1.B1.S3 Utilize modified CLC lessons to identify chosen strategies, plan for implementation, and assess the impact on student learning.

PD Opportunity 1

Classroom walk-throughs and observations will be used to determine instructional next steps for staff.

Facilitator

Administrative team, Curriculum Leads (as appropriate)

Participants

as needed, all staff

Schedule

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

G4. All staff will implement effective instructional practices that are aligned to the Florida Standards Standards and identified goals/objectives designed to meet the individual needs of our students.

G4.B2 Curriculum guides lesson alignment with content knowledge

G4.B2.S1 Staff will use the gradual release of responsibility model to provide appropriate scaffolding in each content area.

PD Opportunity 1

Staff will utilize the "I Do, We Do, You Do" in order to scaffold instruction. This will also be incorporated into the interactive journals in Science and Mathematics.

Facilitator

Reading Coach, Curriculum Leads (as appropriate)

Participants

all staff, as needed

Schedule

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

G4.B2.S2 Staff will utilize available technology resources to assist in addressing the individual needs of students.

PD Opportunity 1

Teachers will utilize the available technology resources to better meet the individual needs of students.

Facilitator

Reading Coach, Curriculum Leads (as appropriate)

Participants

all staff, as needed

Schedule

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

G4.B2.S3 District support staff will be utilized to provide guidance and instruction regarding the implementation of new curriculum guides.

PD Opportunity 1

District support staff will be utilized to provide guidance and instruction regarding the new curriculum guide during monthly sessions.

Facilitator

District Coaches (as appropriate), Curriculum Leads (as appropriate), Administrative Team

Participants

all staff, as needed

Schedule

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

G4.B3 Training opportunities from district curriculum writers

G4.B3.S1 Staff will be provided with addition opportunities and support to utilize the new curriculum guides as an instructional tool/resource.

PD Opportunity 1

Staff will utilize district provided specialist to assist in understanding and utilizing the new curriculum guides to better meet the individual needs of their students.

Facilitator

District Level Specialist

Participants

Merrill Road Elementary Staff

Schedule

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

G6. Instructional technology resources such as smart carts, LCD cameras, document cameras will be expanded across the campus to help assist in meeting the individual needs of our staff and students.

G6.B2 Staff Training

G6.B2.S1 As a part of the expansion, staff will be provided with additional training to ensure implementation of materials and resources.

PD Opportunity 1

Smart carts will be expanded across the campus to provide more classrooms with available technology to advance student learning.

Facilitator

Technology Provider, Technology Team, Administrative Team

Participants

all staff, as needed

Schedule

Monthly, from 9/11/2014 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**