

Sadie T. Tillis Elementary School



2014-15 School Improvement Plan

Sadie T. Tillis Elementary School

6084 MORSE AVE, Jacksonville, FL 32244

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
70%

Alternative/ESE Center
No

Charter School
No

Minority
87%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	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

Sadie T. Tillis Elementary School is a community of lifelong learners who are committed to academic excellence and social and personal development. Our learning environment is rigorous, risk-free, equitable, and engaging for all.

Provide the school's vision statement

We envision Sadie T. Tillis Elementary to be a standards-based learning community where we work to help all learners experience the real life application of basic skills and concepts. Students will also be exposed to a wide variety of resources to help develop the whole child.

School Environment

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

Classroom teachers use reading and math interest inventories. Through the use of goal setting teachers can learn more about individual students. Teachers and staff review data from TNTP surveys and Gallup surveys to determine impressions of how students feel at school and how parents are welcome.

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

In addition to the school-wide discipline plan, we have a safety plan for all hours of the school, with and without the expectation of students being in classrooms. School personnel will be on duty as of 8:00 a.m. every morning. Students are expected to go to the designated area for supervision until it is time for school to begin. Team Up (after school program) has been designed to focus on the needs of the academic at-risk students. Personnel have been trained on academic and enrichment activities.

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

A behavior chart will be posted in each classroom. Each learner will have a pocket or clip on the chart. Each color on the chart indicates to the student how he/she is doing and whether or not an award or consequence will be necessary as a result of choices the student has made. This system will be implemented in all classrooms, including resource classes and lunch. A note will be placed on the classroom clipboard to let the classroom teacher know if there are students who should receive rewards or consequences for their choices during special classes.

Pink Outstanding

Purple Great Day

Blue Good Job

Green Ready to Learn

Yellow Think About It

Orange Teacher's Choice

Red Parent Contact*

Incentives

- Periodically, we will celebrate students who are at the certain levels on the Behavior Chart. For example, we may announce that “Any student at the “blue” level or higher will receive a prize.” When the surprise announcement is made designated students will receive a treat.
- Learners who earn an ‘A’ in citizenship on their Report Card will receive a ribbon at the end of each quarter. Learners that receive an “A” each quarter will receive recognition at the end of the year awards ceremony.
- STUDENT OF THE MONTH.... Each month, a student of the month from each class will be recognized. These students exhibit the qualities of successful learners in keeping with the Habits of Mind and/or Guidelines for Success. These special students will be recognized on the morning announcements and their pictures will be placed on the bulletin board in the main hallway.

Guidelines for Success

To help students develop the attitudes, traits, and behaviors necessary for success in school and in life, the following Guidelines for Success will be implemented.

As successful students at Sadie T. Tillis:

1. We are prepared to succeed with all we need. (prepared)
2. We use kind words, voices and actions. (respectful)
3. We do the right thing even when no one is looking. (integrity)
4. We are in the right place, at the right time, doing the right thing. (dependable)
5. We always do our best. (Excellence)

School-Wide Attention Signal

When students hear, “Give me five!” and see a hand raised, they will do the following:

1. Eyes on the speaker.
2. Quiet
3. Be still.
4. Hands free. (Put things down.)
5. Listen closely.

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

Sadie Tillis Elementary School has a full-time guidance counselor, Stacey Cox. She has systems in which both parents and teachers can request assistance through counseling and mentoring. She also has a plan for addressing attendance in a positive manner. She will meet with students on our WOW Wednesdays for Classroom Guidance. She will use the Second Step curriculum as well as Career Counseling curriculum.

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

Not Applicable

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

Not Applicable

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/182177>.

Description

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

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

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
Lee, Marianne	Principal
Gentry, Cindy	Assistant Principal
Fowler, Jessica	Instructional Coach
Baker, Nicole	Teacher, K-12
Cox, Tracey	Teacher, K-12
Woods, Jessica	Instructional Coach

Duties

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

The RtI Leadership Team has four primary functions:

1. Regularly attend all district RtI training;
2. Provide presentations to their school faculty and staff on RtI practices;
3. Review school wide student performance data, identifying large scale needs and problems at particular grade levels;
4. Develop depth of knowledge about Response to Intervention
5. Monitor the implementation of the three-tiered Response to Intervention model at Sadie T. Tillis Elementary School.
6. Develop knowledge about best practices in assisting teachers with the implementation of Response to Intervention

The entire school-based RtI Leadership Team should meet at least weekly to engage in school wide problem-solving. The team will engage in the following activities:

- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation;
- Identify professional development needs and RtI resources;
- Review universal screening data and link to instructional decisions;
- Review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks;
- Monitor RtI activities conducted by the collaborative teacher teams to assure sound problem-solving and fidelity of intervention implementation.

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

- Principal: Marianne Lee: Provide a school-wide vision for the use of data-based decision making; ensures that the school is using professional literature to help support our professional development with RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; and communicates with parents regarding school-based RtI plans and activities.

- * Assistant Principal: Cindy Gentry. Provide a school-wide vision for the use of data-based decision making; ensures that the school is using professional literature to help support our professional development with RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; and communicates with parents regarding school-based RtI plans and activities.

- Guidance Counselor: Stacey Cox: Provides quality services and expertise on issues ranging from

program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents and administrators; provides group and individual student interventions; and conducts direct observation of student behavior

- Leadership Team Members (Instructional Coaches): Provides information about core instruction; participates in student data collection; deliver Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

- Primary & Intermediate Rtl Team Leaders (to be added at a later time): One person per primary & intermediate grades to connect with teachers on every grade level in the process of Rtl interventions and to provide support with interventions, documentation and graphing.

Title 1: All incoming Kindergarten students and parents are invited to attend a kindergarten orientation. During the orientation, students get to meet their teachers and visit their classrooms. This opportunity gives kindergarten students a feeling of comfort when they arrive for the first day of school.

During the first two weeks of school, students are given baseline assessments to assist in differentiated instruction, as well as intervention strategies and programs. All students are assessed using FLKRS/ECHOS, FAIR and Houghton Mifflin Emergent Literacy Test in the areas of Basic Skills/School readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. District provided assessments along with teacher-made tests are also used to track development over time and classroom grouping.

Screening data will be used to plan daily instruction for all students, including those who may need intervention beyond core instruction. Instruction will include modeling, guided practice and independent practice of all areas identified by screening data.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and instructional needs.

Title I, Part C- Migrant: N/A

Title I, Part D: N/A

Title II: DCPS receives supplemental funds for improving basic education programs through the purchase of equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students.

Title III: Services are provided through the district for educational materials to improve the education of English Language Learners. Teachers receive ESOL Endorsement through District Level Professional Development.

Title VI, Part B: N/A

Title X, Homeless: The District provides social workers and counselors that works with the parents/guardians of homeless children to ensure that the students have acceptable housing , food,clothing and school supplies.

SAI: Sadie T. Tillis Elementary School will use district funds to address the academic needs of Level 1 and Level 2 readers via before, during and after-school tutoring/small group instruction. Saturday School may be offered as funding allows.

Violence Prevention Programs

The District provides funding for various research based programs such as CHAMPS, Second Steps, Bullying and Foundations that school culture and reduces violence.

Nutrition Programs: n/a

Housing Programs: n/a

Head Start: n/a

Adult Education: n/a

Career and Technical Education: n/a

Job Training :n/a

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Tabetha Cox	Teacher
Tina Bacon	Education Support Employee
Cindy Gentry	Business/Community
Andrea Morgan	Business/Community
Tyrone Ferguson	Parent
Marianne Lee	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

Development of this school improvement plan

A draft version of the School Improvement Plan was shared with the SAC membership. Strategies were discussed and input received for the plan and specifically parent involvement activities surrounding the work of the plan.

Preparation of the school's annual budget and plan

Fund amount to be determined; Student planners and Book of the Month titles were purchased with the previous year's budget allocation

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

Student Agenda Planners

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
Lee, Marianne	Principal
Gentry, Cindy	Assistant Principal
Cox, Tracey	Teacher, K-12
Fowler, Jessica	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Sadie T. Tillis will focus on developing Writer's Workshop and Reader's Workshop implementation across grade levels. Math is also a major focus on instructional re-design. Grade level model classrooms will be fully developed in order to do "instructional rounds" where other teachers may visit and receive support.

Public and Collaborative Teaching

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

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

Teachers and administration work together collaboratively through our Shared Decision Making Team, committees, quarterly teacher feedback chats with the principal, PLC meetings and WOW Wednesdays. Teachers' accomplishments are highlighted weekly in our PawPrints (faculty newsletter). Teachers regularly participate in social events outside of the school like "Birthday Breakfasts" and "Planning Day Breakfasts". Teachers also regularly participate in instructional rounds to learn from each other.

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

1. Mentoring teachers, new and veteran, to Sadie T. Tillis Elementary with either a buddy or mentor
2. Tour of the School/Transition Meeting
3. W.O.W. Wednesdays
4. Early Dismissal & Faculty Meeting Trainings

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

Both Primary Teachers with similarities in personality, has experienced great success with implementation of the Workshop models of instruction. Instructional coaches have been paired to provide support specific to the challenges third grade teachers face.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The New Florida Standards (ELAFS and MAFS) are aligned through the use of the district curriculum guide as well as through grade level curriculum mapping. The NGSSS for Science will be used for our science instruction. Again, this is done through curriculum mapping.

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

Sadie Tillis Elementary School uses multiple forms of data. This includes: I-Ready (reading and math), DRA (reading), DAR (reading), primary informal assessments (like Concepts of Print, Letter-Sound assessments, math assessments), EnVision Diagnostic Kit, and CGA (Curriculum Guide Assessments) In PLCs, the instructional coaches will look at data from these multiple data sources to determine whole and small group next steps with classroom teachers. Specific data from I-Ready will

determine which students are in need of teacher intervention. Also, the math and reading interventionists will provide support for identifying students that are in need of intervention.

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: 10,800

Teachers were given research-based programs based on their grade levels and student needs:

*Kindergarten-2nd Grade: Fountas & Pinnell Word Study to focus on phonics, phonemic awareness, fluency and vocabulary.

*3rd-5th Grade: (3rd Grade during the 1st 9 weeks will focus on vocabulary from the Fountas & Pinnell word study kit) Comprehension Toolkit by Harvey & Goudvis. Instruction is differentiated based on needs of students. Each classroom will focus on a particular comprehension strategy based on the data.

Strategy Rationale

To build strong foundational skills in primary grades and increase comprehension in grades 3-5.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lee, Marianne, leem3@duvalschools.org

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

Student data from FCAT and baseline assessments will provide a pre-assessment for our school. Mid-Year and End of the Year district assessments will serve to modify our instruction based on this information. Effectiveness of the instruction will be monitored through these assessments.

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

All incoming Kindergarten students and parents are invited to attend a kindergarten orientation. During the orientation, students get to meet their teachers and visit their classrooms. This opportunity gives kindergarten students a feeling of comfort when they arrive for the first day of school. During the first two weeks of school, students are given baseline assessments to assist in differentiated instruction, as well as intervention strategies and programs. All students are assessed using FLKRS/ECHOS, FAIR and Houghton Mifflin Emergent Literacy Test in the areas of Basic Skills/ School readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. District provided assessments along with teacher-made tests are also used to track development over time and classroom grouping.

Screening data will be used to plan daily instruction for all students, including those who may need intervention beyond core instruction. Instruction will include modeling, guided practice and independent practice of all areas identified by screening data.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and instructional needs.

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

N/A

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

N/A

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

N/A

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

N/A

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.** Decrease overall behavior incidents by 15% from 218 to 185 and reduce the number of students receiving two or more discipline referrals by 30% from 44 students to 31 students.
- G2.** 38% of students in all subgroups will achieve mastery (Level 3-5) on the 2015 FSA (Florida Standards Assessment) Math Assessment
- G3.** The percentage of students scoring Level 3 or higher on the 2015 FCAT Science 2.0 will increase from 40% (27) to 45% (30).
- G4.** The percentage of students participating in STEM-related activities will increase to 100% involving all students in grades K-5.
- G5.** Students will show 53% of proficiency in Mathematics on the 2015 Florida Standards Assessment.
- G6.** 57% of students in grades 3-5 will score at a level 3 or higher on the 2015 Florida Standards Assessment for Reading.
- G7.** Increase the proficiency in grades 3-5 to 50% on the 2015 Florida Standards Assessment in Mathematics..
- G8.** The percentage of students making AMO Targets on the 2015 Florida Standards Reading Assessment will increase from 58% to 60%
- G9.** The percentage of students scoring at proficiency in writing will increase from 29% to 45%.

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. Decrease overall behavior incidents by 15% from 218 to 185 and reduce the number of students receiving two or more discipline referrals by 30% from 44 students to 31 students. **1a**

G039508

Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	185.0
2+ Behavior Referrals	31.0

Resources Available to Support the Goal **2**

- Second Step Curriculum
- Professional Literature (Teaching With Poverty in Mind by Eric Jensen and Habits of Mind by Art Costa)
- MTSS/B (Tier 1) Foundations and CHAMPs Model for Classroom Management
- Guidance Counselor (Guidance in the Classroom)
- School Wide Discipline Plan
- Positive Incentive Programs including Pawsitive Panthers, Habit Cards, Student of the Month, Pink Card Days, Collecting Paws, Positive Recognition Referrals

Targeted Barriers to Achieving the Goal **3**

- Teachers lack strategies for classroom management that result in positive behavior.
- Teachers lack knowledge of how poverty affects student behavior and learning.
- Some faculty and staff lack strategies for engaging all students in meaningful learning, which in turn will reduce misbehavior.
- There are no structures in place to provide additional support to High Promise students.

Plan to Monitor Progress Toward G1. **8**

Monitor Discipline Data

Person Responsible

Schedule

Every 6 Weeks, from 9/24/2014 to 5/29/2015

Evidence of Completion

Disaggregated Discipline Data

G2. 38% of students in all subgroups will achieve mastery (Level 3-5) on the 2015 FSA (Florida Standards Assessment) Math Assessment **1a**

G039509

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	53.0

Resources Available to Support the Goal **2**

- Resources are mathematics coaches and administration which will provide ongoing support as well as professional development . The district adopted curriculum and Calendar Math which will be implemented in each class with fidelity. I-Ready as a resource to differentiate and remediate instruction. Guided Math lessons to differentiate instruction. Higher order questioning. Using written processes involving Math language and reasoning; to include rubrics from the item specifications of the MAFS. Implementing informal and formal assessments in order to ascertain students' strengths and weaknesses.

Targeted Barriers to Achieving the Goal **3**

- Anticipated barriers are teachers limited understanding of the new MAFS content as well as providing rigorous, differentiated instruction; specific guidance in math center work can also be a barrier

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

Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, teacher lesson plans, student work protocols (in PLCs), and data analysis on district and classroom assessments.

Person Responsible

Jessica Woods

Schedule

Daily, from 9/8/2014 to 5/28/2015

Evidence of Completion

Students performing at a mastery level in Mathematics on 2015 FSA in all subgroups will serve as evidence of completion of this goal.

G3. The percentage of students scoring Level 3 or higher on the 2015 FCAT Science 2.0 will increase from 40% (27) to 45% (30). 1a

G039510

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- District Curriculum Guides, NGSSS Science Item Specifications, NGSSS Science Standards for elementary;

Targeted Barriers to Achieving the Goal 3

- Teacher's lack of content knowledge to reach higher level questioning and higher level science skills.
- Limited differentiation of science instruction based on data and student needs, and targeted instruction to increase student achievement.
- Lack of deep understanding of the gradual release, and curriculum guides/assessments.
- Limited use of specific assessments based on the science strands with an appropriate level of rigor in all grades k-5

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

G4. The percentage of students participating in STEM-related activities will increase to 100% involving all students in grades K-5. 1a

G039511

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- District Science Specialist, Science teachers, science committee, Curriculum guides (Year at a Glance), STEM science fair materials, common planning, STEM related field trip experiences, Educating Teachers of Science, Mathematics, and Technology New Practices for the New Millennium by the National Research Council,

Targeted Barriers to Achieving the Goal 3

- Teachers lack of experience participating in STEM activities.

Plan to Monitor Progress Toward G4. 8

School science fair

Person Responsible

Tracey Cox

Schedule

On 5/28/2015

Evidence of Completion

Students' science fair projects, research and data

G5. Students will show 53% of proficiency in Mathematics on the 2015 Florida Standards Assessment.

1a

G039512

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	53.0

Resources Available to Support the Goal 2

- Resources available are mathematics coach, math interventionist and administration that will provide professional development on how to disaggregated data and to use this information to effectively guide lesson planning and differentiated instruction.
- I-Ready Math
- Student Centered Math (professional text)

Targeted Barriers to Achieving the Goal 3

- Anticipated barriers are teachers limited understanding of the content as well as providing rigorous, differentiated instruction.

Plan to Monitor Progress Toward G5. 8

Progress will be monitored through teacher feed back, student monitoring progress forms, data monitoring form, classroom visits, focus walks, portfolio, observations, snapshot visits, teacher lesson plans, student work protocol, and data analysis on district and classroom assessments.

Person Responsible

Cindy Gentry

Schedule

Daily, from 9/2/2014 to 5/28/2015

Evidence of Completion

Students making 50% learning gains in Mathematics on Florida Standards Assessment will serve as evidence of completion of this goal.

G6. 57% of students in grades 3-5 will score at a level 3 or higher on the 2015 Florida Standards Assessment for Reading. **1a**

G039513

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	57.0

Resources Available to Support the Goal **2**

- Resources are mathematics coaches and administration which will provide ongoing support as well as professional development. The district adopted curriculum and skills block instruction which will be implemented in each class with fidelity. I-Ready, Achieve 3000, and SRA Reading Mastery as a resource to differentiate and remediate instruction. Guided Reading lessons to differentiate instruction. Higher order questioning. Using written processes involving Reading Accountable Talk. Implementing informal and formal assessments in order to ascertain students' strengths and weaknesses.
- The Next Step in Guided Reading (Professional Text)
- Falling in Love with Close Reading (Professional Text)

Targeted Barriers to Achieving the Goal **3**

- Anticipated barriers are teachers limited understanding of the content as well as providing rigorous, differentiated instruction.

Plan to Monitor Progress Toward G6. **8**

Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, snapshot visits, teacher lesson plans, student work protocol, and data analysis on district and classroom assessments.

Person Responsible

Marianne Lee

Schedule

Daily, from 9/2/2014 to 5/28/2015

Evidence of Completion

Students making 57% proficiency on the 2015 Reading Florida Standards Assessment will serve as evidence of completion of this goal.

G7. Increase the proficiency in grades 3-5 to 50% on the 2015 Florida Standards Assessment in Mathematics.. 1a

G039514

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0

Resources Available to Support the Goal 2

- Resources are district curriculum guides, Calendar Math, Math Investigations, I-Ready, collaborative planning. Resources available are mathematics coach, math interventionist and administration that will provide professional development on how to disaggregate data and to use this information to effectively guide lesson planning and differentiated instruction. Teachers will provide opportunities to utilize a variety of manipulatives to support math concepts.

Targeted Barriers to Achieving the Goal 3

- Anticipated barriers are teachers limited understanding of the content as well as providing rigorous, differentiated instruction.

Plan to Monitor Progress Toward G7. 8

Progress will be monitored through teacher feed back, classroom visits, focus walks, observations, student monitoring progress forms, portfolio, data monitoring form, snapshot visits, teacher lesson plans, student work protocol and data analysis on district and classroom assessments.

Person Responsible

Cindy Gentry

Schedule

Daily, from 9/2/2014 to 5/28/2015

Evidence of Completion

Students showing a year's growth on the 2015 Florida Standards Math Assessment will serve as evidence of completion of this goal.

G8. The percentage of students making AMO Targets on the 2015 Florida Standards Reading Assessment will increase from 58% to 60% **1a**

G039515

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	57.0

Resources Available to Support the Goal **2**

- Literacy leadership team members, weekly professional learning time, daily grade level common planning time, gradual release models, CCSS unpacking documents, literacy resources.
- Conference Log templates, goal-setting forms, The Continuum of Literacy Learning, by Fountas and Pinnell, Reading Coach support, WOW professional development, daily grade level PLC meetings, Unit of Study for Reading, Achieve 3000, I-Ready Reading
- Weekly professional learning time, Reading Coach support, The Next Step in Guided Reading, Falling in Love with Close Reading
- Weekly professional learning time, Reading Coach support, Comprehension Toolkit (3-6), Achieve 3000, SRA Reading Mastery, extended instructional time each day.
- CCSS Reading and Math intervention materials; LLI (Reading Intervention kit) by Fountas & Pinnell
- Academic Vocabulary by Marzano; Text Talk; Schoolwide Units of Study;

Targeted Barriers to Achieving the Goal **3**

- Teachers have limited understanding of the gradual release model, how to model effective strategies, and how to incorporate critical thinking activities.
- Teachers have a limited understanding of using reading conferences and observations as a learning tool and next steps for students.
- Teachers have a limited understanding of how effective readers interact with text.
- Lack of experience (teacher and student) with appropriate, grade level, expository text. The density, or "concept load" of the texts makes it difficult for students to see all the relationships between all of the ideas. Students lack understanding of how to use text structure and "signal words" to predict how a text will work.
- Students' lack of experience applying reading strategies and critical thinking in a test-taking situation.
- Teachers lack knowledge base in the area of Response to Intervention, especially in the area of reading

Plan to Monitor Progress Toward G8. 8

Curriculum Guide Assessments, Formative and Summative Reading data

Person Responsible

Marianne Lee

Schedule

Daily, from 9/2/2014 to 5/28/2015

Evidence of Completion

Increase in student reading gains

G9. The percentage of students scoring at proficiency in writing will increase from 29% to 45%. 1a

G039516

Targets Supported 1b

Indicator	Annual Target
	45.0

Resources Available to Support the Goal 2

- Literacy leadership team, writing committee, daily grade level common planning, weekly professional learning, FSA Item Specifications for Reading rubrics, teaching learning rubrics, writing craft strategies, mentor texts, Craft Lessons-Teaching Writing K-8 by Fletcher, Continuum of Literacy Learning and Guiding Readers and Writers by Fountas and Pinnell, The Art of Teaching Writing by Lucy Calkins.

Targeted Barriers to Achieving the Goal 3

- Teachers lack of experience evaluating student writing to monitor progress and plan for instruction.
- Teachers lack understanding of the reading-writing connection (including how to choose and utilize mentor texts when teaching a particular strategy and discussing narrative and expository elements as they relate to writing) as well as how to use processes in the classroom such as shared, interactive, and modeled writing.

Plan to Monitor Progress Toward G9. 8

Class writing prompts will be monitored to see how students are progressing with the benchmarks covered

Person Responsible

Jessica Fowler

Schedule

Monthly, from 9/1/2014 to 5/28/2015

Evidence of Completion

Class writing prompts class profile sheets

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. Decrease overall behavior incidents by 15% from 218 to 185 and reduce the number of students receiving two or more discipline referrals by 30% from 44 students to 31 students. **1**

 G039508

G1.B1 Teachers lack strategies for classroom management that result in positive behavior. **2**

 B095291

G1.B1.S1 Teachers will implement the School Wide Discipline Plan with fidelity and consistency including Foundations and CHAMPs. **4**

 S106401

Strategy Rationale

Student misbehavior results in disruptions to learning, decreased time on task, and loss of instructional time.

Action Step 1 **5**

Train teachers on all aspects of the discipline plan including Guidelines for Success, CHAMPs, Foundations, classroom discipline chart and the Student Code of Conduct.

Person Responsible

Cindy Gentry

Schedule

Monthly, from 8/14/2014 to 5/29/2015

Evidence of Completion

Teacher reflections and feedback forms

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

Classroom Walk-throughs and observations

Person Responsible

Cindy Gentry

Schedule

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

Evidence of Completion

Classroom Walk-through documents

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

Classroom Walkthroughs Using Indicators for Domain 2 of CAST Rubric.

Person Responsible

Cindy Gentry


Schedule

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


Evidence of Completion

Walk-through forms

G1.B2 Teachers lack knowledge of how poverty affects student behavior and learning. 2

 B095292

G1.B2.S1 Learn more about the physical, emotional, and behavioral effects of poverty and implement learning in the classroom. 4

 S106402

Strategy Rationale

Understanding the challenges students face in their personal lives will better equip teachers to help them be successful in their school lives.

Action Step 1 5

Teachers who are new to Sadie Tillis will read selected chapters from the book Teaching With Poverty In Mind by Eric Jensen.

Person Responsible

Cindy Gentry

Schedule

Every 2 Months, from 10/29/2014 to 5/29/2015

Evidence of Completion

Teacher Reflections

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

Reflective Conversations in Book Study Group

Person Responsible

Cindy Gentry

Schedule

Every 2 Months, from 10/29/2014 to 5/29/2015

Evidence of Completion

Feedback and Discussion Forms

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

Classroom Observations using Domain 2 of CAST Rubric

Person Responsible

Schedule

Evidence of Completion

Rubrics

G1.B3 Some faculty and staff lack strategies for engaging all students in meaningful learning, which in turn will reduce misbehavior. 2

 B095293

G1.B3.S1 Implement a variety of engagement strategies, innovative instructional techniques and differentiated instruction daily. 4

 S106403

Strategy Rationale

Action Step 1 5

All teachers will receive training in Kagan Strategies (collaborative structures).

Person Responsible

Schedule

Evidence of Completion

Teacher Reflections from Training

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

Classroom Walk-throughs and observations

Person Responsible

Schedule

Evidence of Completion

Focus Walk/Walk-through forms

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

Discipline Data will be monitored to determine the correlation between engagement and discipline.


Person Responsible

Schedule


Evidence of Completion

Discipline data and walk-through forms

G1.B5 There are no structures in place to provide additional support to High Promise students. 2

 B095295

G1.B5.S1 Match High Promise students with mentors on school staff. 4

 S106406

Strategy Rationale

Some students need ongoing support and encouragement from a caring adult within the school or community.

Action Step 1 5

High promise students will be matched with a suitable adult mentor who will meet with them throughout the school year.

Person Responsible

Cindy Gentry

Schedule

Weekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Sign in logs for mentors.

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

Monthly check-in sessions with mentors and mentees.

Person Responsible

Cindy Gentry

Schedule

Evidence of Completion

Notes from check in meetings.

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

Monitor discipline data for High Promise students.

Person Responsible

Cindy Gentry

Schedule

Evidence of Completion

Discipline data reports.

G2. 38% of students in all subgroups will achieve mastery (Level 3-5) on the 2015 FSA (Florida Standards Assessment) Math Assessment **1**

G039509

G2.B1 Anticipated barriers are teachers limited understanding of the new MAFS content as well as providing rigorous, differentiated instruction; specific guidance in math center work can also be a barrier **2**

B095296

G2.B1.S1 Unpack the standards through work in PLCs in order to build capacity in teachers as well as extensive knowledge of the content. **4**

S106408

Strategy Rationale

Action Step 1 **5**

Mathematics coach will meet with teachers twice per week (in grades 2-5) and weekly (in grades K-1) for Common Planning to unpack current standards and embed the use of item specifications in order to plan effective instruction. Administration and mathematics coach will meet monthly with teachers to unpack upcoming standards in order map curriculum and instruction a month at a time.

Person Responsible

Jessica Woods

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Coaches and teachers will complete monthly curriculum maps as well as collaborative planning documents.

Action Step 2 **5**

Develop differentiated lessons during Common Planning to support the needs of all students.

Person Responsible

Jessica Woods

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Teachers will develop and document differentiation within their lesson plans.

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

PLC agendas, Collaborative Planning Document, CAST Informal/Formal Observations, Classroom Walkthroughs, Instructional Rounds

Person Responsible

Jessica Woods

Schedule

Monthly, from 9/24/2014 to 5/20/2015

Evidence of Completion

Coach and teachers will complete monthly curriculum maps as well as collaborative planning documents. PLC agendas from meetings; copies of CAST observations; copies of classroom walkthrough forms; copy of QFIC Instructional Round feedback

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

Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, teacher lesson plans, student work protocol (in PLC), and data analysis on district and classroom assessments.

Person Responsible

Jessica Woods

Schedule

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

Evidence of Completion

Students performing at a mastery level in Mathematics on FSA in all subgroups will serve as evidence of completion of this goal.

G3. The percentage of students scoring Level 3 or higher on the 2015 FCAT Science 2.0 will increase from 40% (27) to 45% (30). 1

G039510

G3.B3 Lack of deep understanding of the gradual release, and curriculum guides/assessments. 2

B095299

G3.B3.S1 District science specialist will meet with teachers once per week (in grades 5) for Common Planning to unpack current standards in order to plan effective instruction. Administration will meet monthly with teachers to unpack upcoming standards in order map curriculum and instruction a month at a time. 4

S112506

Strategy Rationale

Action Step 1 5

District Science Specialist will meet with teachers once per week for Common Planning to unpack current standards in order to plan effective instruction. Administration will meet monthly with teachers to unpack upcoming standards in order map curriculum and instruction a month at a time.

Person Responsible

Cindy Gentry

Schedule

Weekly, from 9/2/2014 to 5/28/2015


Evidence of Completion

Specialist and teachers will complete monthly curriculum maps as well as collaborative planning documents.


G4. The percentage of students participating in STEM-related activities will increase to 100% involving all students in grades K-5. **1**

 G039511

G4.B1 Teachers lack of experience participating in STEM activities. **2**

 B095303

G4.B1.S1 Teachers will participate in professional development to build knowledge and understanding of STEM and how to implement STEM activities effectively in their classrooms. **4**

 S106409

Strategy Rationale

Action Step 1 **5**

Professional development implementing STEM instruction

Person Responsible

Tracey Cox

Schedule

Every 6 Weeks, from 9/2/2014 to 5/28/2015

Evidence of Completion

PLC/committee work, common planning document, teacher self reflection/assessment

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

Professional development implementing STEM instruction

Person Responsible

Tracey Cox

Schedule

Every 6 Weeks, from 9/2/2014 to 5/28/2015

Evidence of Completion

PLC/committee work, common planning document, teacher self reflection/assessment

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

Knowledge of effective STEM instruction

Person Responsible

Tracey Cox


Schedule

Monthly, from 9/2/2014 to 5/28/2015

Evidence of Completion

focus walk data, lesson plans, student work, teacher reflection/self-assessment

G4.B1.S2 All students in grades K-5 will participate in the school science fair. 4

 S106410

Strategy Rationale

Action Step 1 5

School science fair

Person Responsible

Tracey Cox

Schedule

On 5/28/2015

Evidence of Completion

Science fair projects, reports, and data

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

School science fair

Person Responsible

Tracey Cox

Schedule

On 5/28/2015

Evidence of Completion

Science fair projects, reports, and data

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

School science fair

Person Responsible

Schedule


Evidence of Completion

number of students from each grade level participating in science fair.


G5. Students will show 53% of proficiency in Mathematics on the 2015 Florida Standards Assessment. 1

 G039512

G5.B1 Anticipated barriers are teachers limited understanding of the content as well as providing rigorous, differentiated instruction. 2

 B095305

G5.B1.S1 Unpack the standards as a grade level through work in PLCs in order to build capacity in teachers as well as extensive knowledge of the content. 4

 S106413

Strategy Rationale

Action Step 1 5

Mathematics coach will meet with teachers for Common Planning to unpack current standards in order to plan effective instruction. Administration and mathematics coach will meet monthly to unpack upcoming standards in order map curriculum and instruction a month at a time.

Person Responsible

Jessica Woods

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Coaches and teachers will complete monthly curriculum maps as well as collaborative planning documents.

Action Step 2 5

Develop differentiated lessons during Common Planning to support the needs of all students.

Person Responsible

Jessica Woods

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Teachers will develop and document differentiation within their lesson plans for both math workshop and math centers.

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

Mathematics coach will meet with teachers for Common Planning to unpack current standards in order to plan effective instruction. Administration and mathematics coach will meet monthly to unpack upcoming standards in order to plan instruction a month at a time.

Person Responsible

Jessica Woods

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Math Coach and teachers will complete monthly curriculum maps as well as collaborative planning documents.

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

Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, snapshot visits, teacher lesson plans, student work protocols, and data analysis on district and classroom assessments.

Person Responsible

Cindy Gentry


Schedule

Daily, from 9/2/2014 to 5/28/2015

Evidence of Completion

Students performing at a mastery level in Mathematics on Florida Standards Assessment in all subgroups will serve as evidence of completion of this goal.

G6. 57% of students in grades 3-5 will score at a level 3 or higher on the 2015 Florida Standards Assessment for Reading. 1

 G039513

G6.B1 Anticipated barriers are teachers limited understanding of the content as well as providing rigorous, differentiated instruction. 2

 B095306

G6.B1.S1 Unpack the standards as a grade level through work in PLCs in order to build capacity in teachers as well as extensive knowledge of the content. 4

 S106414

Strategy Rationale

Action Step 1 5

Reading coach will meet with teachers for Common Planning to unpack current standards in order to plan effective instruction. Administration and reading coach will meet monthly to unpack upcoming standards in order map curriculum and instruction.

Person Responsible

Jessica Fowler

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Coaches and teachers will complete monthly curriculum maps as well as collaborative planning documents.

Action Step 2 5

Develop differentiated lessons during Common Planning to support the needs of all students.

Person Responsible

Jessica Fowler

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Teachers will develop and document differentiation within their lesson plans.

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

Reading coach will meet with teachers for Common Planning to unpack current standards in order to plan effective instruction. Administration and mathematics coaches will meet monthly to unpack upcoming standards in order to plan instruction a month at a time.

Person Responsible

Jessica Fowler

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Coach and teachers will complete monthly curriculum maps as well as collaborative planning documents.

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

Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, snapshot visits, teacher lesson plans, student work protocols and data analysis on district and classroom assessments.

Person Responsible

Marianne Lee

Schedule

Daily, from 9/2/2014 to 5/28/2015

Evidence of Completion


57% of students in grades 3-5 scoring at a level 3 or higher on the 2015 Florida Standards Assessment for Reading will serve as evidence of completion.

G7. Increase the proficiency in grades 3-5 to 50% on the 2015 Florida Standards Assessment in Mathematics..


1

 G039514

G7.B1 Anticipated barriers are teachers limited understanding of the content as well as providing rigorous, differentiated instruction. 2

 B095307

G7.B1.S1 Unpack the standards through work in PLCs in order to build capacity in teachers as well as extensive knowledge of the content. 4

 S106415

Strategy Rationale

Action Step 1 5

Mathematics coach will meet with teachers for Common Planning to unpack current standards in order to plan effective instruction. Administration, math coach and math interventionist will meet monthly to unpack upcoming standards in order map curriculum and instruction a month at a time.

Person Responsible

Jessica Woods

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Coach and teachers will complete monthly curriculum maps as well as collaborative planning documents.

Action Step 2 5

Develop differentiated lessons during Common Planning to support the needs of all students.

Person Responsible

Jessica Woods

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Teachers will develop and document differentiation within their lesson plans for math workshop and math centers

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Math coach will meet with teachers or Common Planning to unpack current standards in order to plan effective instruction. Administration, math coach, and math interventionist will meet monthly to unpack upcoming standards in order to plan instruction a month at a time. Classroom Walkthrough, CAST Informal/Formal Observations, and Instructional Rounds

Person Responsible

Cindy Gentry

Schedule

Daily, from 9/2/2014 to 5/28/2015

Evidence of Completion

Coach, interventionist and teachers will complete monthly curriculum maps as well as collaborative planning documents; Administration: Copies of classroom walkthroughs and copies of CAST informal/formal observations, and copies of QFIC Instructional Rounds feedback.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, snapshot visits, teacher lesson plans, student work protocol, and data analysis on district and classroom assessments.

Person Responsible

Cindy Gentry

Schedule

Daily, from 9/2/2014 to 5/28/2015

Evidence of Completion

Students increasing learning gains of the bottom gains to 60% on 2015 Florida Standards Math Assessment will serve as evidence of completion of this goal.

G8. The percentage of students making AMO Targets on the 2015 Florida Standards Reading Assessment will increase from 58% to 60% 1

 G039515

G8.B1 Teachers have limited understanding of the gradual release model, how to model effective strategies, and how to incorporate critical thinking activities. 2

 B095308

G8.B1.S1 Literacy Leadership Team will work with teachers weekly (during grade level collaboration and WOW Wednesdays) and support them in developing comprehensive gradual release model reading lessons, provide resources to help meet grade level expectations, develop common assessments, and look at student work. 4

 S106416

Strategy Rationale

Action Step 1 5

Gradual Release Model professional learning, literacy resource support, common assessment planning support, student work comparison and evaluation.

Person Responsible

Jessica Fowler

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Common Collaborative Planning Document (weekly); Focus walk data; Lesson plans; student work

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

PLC agenda and Collaborative Planning Document to support implementation; Administrators will monitor by classroom walkthroughs, CAST formal/informal observations and instructional rounds. Coaches will monitor through observations in the classrooms.

Person Responsible

Marianne Lee

Schedule

Daily, from 9/2/2014 to 5/28/2015

Evidence of Completion

Classroom Walkthrough feedback forms; PLC agendas; QFIC instructional rounds notes

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Progress will be monitored for effectiveness through teacher feed back, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, snapshot visits, teacher lesson plans, student work protocols, and data analysis on district and classroom assessments.

Person Responsible

Marianne Lee

Schedule

Daily, from 9/2/2014 to 5/28/2015

Evidence of Completion

Student Data chats, data monitoring forms, focus walk and CAST informal/formal observations, lesson plans, and school-wide data analysis

G8.B3 Teachers have a limited understanding of how effective readers interact with text. 2

B095310

G8.B3.S1 Professional learning will include strategies for teaching students to return to the text to support and extend their ideas and claims. (scaffolding text-based analysis and discussion through "think alouds", shared reading, book clubs, literature circles, interactive journals, Socratic seminars, modeling inquiry, and supporting investigation of multiple perspectives.) The Next Step in Guided Reading by Jan Richardson and Falling in Love with Close Reading will be used in PLC's. 4

S106419

Strategy Rationale

Action Step 1 5

Gradual Release Model professional learning, Guided Reading literacy framework, literacy resource support, common assessment planning support, student work comparison and evaluation. Implementation of small group reading instruction

Person Responsible

Jessica Fowler

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Guided Reading lesson plans, whole group instructional plans, curriculum maps

Plan to Monitor Fidelity of Implementation of G8.B3.S1 6

Reading coach will meet with teachers or Common Planning to unpack current standards in order to plan effective instruction. Administration, reading coach, and reading interventionist will meet monthly to unpack upcoming standards in order to plan instruction a month at a time.

Person Responsible

Jessica Fowler

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Curriculum maps, lesson plans, common assessments

Plan to Monitor Effectiveness of Implementation of G8.B3.S1 7

Administration, reading coach, and reading interventionist will meet monthly to unpack upcoming standards in order to plan instruction a month at a time. Administration and reading coach will monitor daily instruction in whole and small group reading

Person Responsible

Marianne Lee


Schedule

Daily, from 9/2/2014 to 5/28/2015


Evidence of Completion

Focus walk forms, CAST informal/formal observation tools, instructional rounds

G8.B4 Lack of experience (teacher and student) with appropriate, grade level, expository text. The density, or "concept load" of the texts makes it difficult for students to see all the relationships between all of the ideas. Students lack understanding of how to use text structure and "signal words" to predict how a text will work. 2

 B095311

G8.B4.S1 Professional learning targeted on helping teachers develop lessons requiring students to have challenging experiences with expository text. Comprehension Toolkit lessons will be implemented during the last hour of school and the "anchor lesson format" of these lessons will be used with other expository texts throughout the day as teachers become more experienced with teaching of the genre. 4

 S106420

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B4.S1 6

Reading coach will meet with teachers or Common Planning to unpack current standards in order to plan effective instruction. Administration, reading coach, and reading interventionist will meet monthly to unpack upcoming standards in order to plan instruction a month at a time.

Person Responsible

Jessica Fowler

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

PLC Agenda, lesson plans, curriculum maps

Plan to Monitor Effectiveness of Implementation of G8.B4.S1 7

Reading Coach will meet with teachers or Common Planning to unpack current standards in order to plan effective instruction. Administration, math coach, and math interventionist will meet monthly to unpack upcoming standards in order to plan instruction a month at a time.

Person Responsible

Jessica Fowler

Schedule


Daily, from 9/2/2014 to 5/28/2015

Evidence of Completion


Student data sheets, class data monitoring sheets, guided reading plan reflections

G8.B5 Students' lack of experience applying reading strategies and critical thinking in a test-taking situation.

2

 B095312

G8.B5.S1 Students will have experiences with CCSS Reading Practice Book, which mirrors the actual test-like questions, and teachers will have access to instant scoring and immediate skill analysis. 4

 S106421

Strategy Rationale

Action Step 1 5

PLC data reflection, common assessment planning support, student work comparison and evaluation.

Person Responsible

Jessica Fowler

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

PLC agendas, student data reflection and school-wide data board

Plan to Monitor Fidelity of Implementation of G8.B5.S1 6

Reading coach will meet with teachers or Common Planning to unpack current standards in order to plan effective instruction. Administration, reading coach, and reading interventionist will meet monthly to unpack upcoming standards in order to plan instruction a month at a time. Classroom walkthroughs, CAST formal/informal observation tools, and instructional rounds

Person Responsible

Marianne Lee

Schedule

Daily, from 9/2/2014 to 5/28/2015

Evidence of Completion

Common assessments, lesson plans, walkthroughs, instructional rounds

Plan to Monitor Effectiveness of Implementation of G8.B5.S1 7

Data chats to include whole group and individual student progress.

Person Responsible

Marianne Lee


Schedule

Quarterly, from 9/2/2014 to 5/21/2015


Evidence of Completion

Student data chat forms, school-wide data system for CGAs, class data monitoring forms

G8.B6 Teachers lack knowledge base in the area of Response to Intervention, especially in the area of reading 2

 B095313

G8.B6.S1 Provide professional development in the area of Response to Intervention, specifically for reading intervention. 4

 S106422

Strategy Rationale

Action Step 1 5

Collaborative Problem Solving Teams, literacy resource support, common assessment planning support, student work comparison and evaluation.

Person Responsible

Tracey Cox

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B6.S1 6

Classroom walkthroughs, CAST informal/formal observation tools, and instructional rounds

Person Responsible

Marianne Lee

Schedule

Daily, from 9/2/2014 to 5/28/2015

Evidence of Completion

Walkthrough documents, copies of CAST tools, QFIC instructional round documents

Plan to Monitor Effectiveness of Implementation of G8.B6.S1 7

Data chats with teachers to monitor whole group, small group, and individual progress monitoring.

Person Responsible

Marianne Lee

Schedule

Quarterly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Data chat forms, copies of class data monitoring sheets,

G9. The percentage of students scoring at proficiency in writing will increase from 29% to 45%. 1

G039516

G9.B2 Teachers lack understanding of the reading-writing connection (including how to choose and utilize mentor texts when teaching a particular strategy and discussing narrative and expository elements as they relate to writing) as well as how to use processes in the classroom such as shared, interactive, and modeled writing. 2

B095315

G9.B2.S1 Professional learning and reading coach support with lessons that link reading and writing, as well as the effective use of mentor texts to teach writer's craft. 4

S106424

Strategy Rationale

Action Step 1 5

Use mentor texts as models for explicit writing instruction. Integrate writing instruction in lesson planning during PLC meetings with the reading coach.

Person Responsible

Jessica Fowler

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

PLC agendas, lesson plans, curriculum mpas

Plan to Monitor Fidelity of Implementation of G9.B2.S1 6

Classroom walkthroughs, student work protocols, CAST formal/informal observation tools, instructional rounds

Person Responsible

Jessica Fowler

Schedule

Daily, from 9/2/2014 to 5/28/2015

Evidence of Completion

Class Walkthrough forms, Copies of CAST observations, Copies of QFIC instructional rounds notes

Plan to Monitor Effectiveness of Implementation of G9.B2.S1 7

Data chats with teachers to monitor whole group, small group, and individual progress monitoring.

Person Responsible

Marianne Lee

Schedule

Quarterly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Data chat sheets for individual students, Guided Reading feedback, and Class data monitoring sheets

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	Train teachers on all aspects of the discipline plan including Guidelines for Success, CHAMPs, Foundations, classroom discipline chart and the Student Code of Conduct.	Gentry, Cindy	8/14/2014	Teacher reflections and feedback forms	5/29/2015 monthly
G1.B2.S1.A1	Teachers who are new to Sadie Tillis will read selected chapters from the book Teaching With Poverty In Mind by Eric Jensen.	Gentry, Cindy	10/29/2014	Teacher Reflections	5/29/2015 every-2-months
G1.B3.S1.A1	All teachers will receive training in Kagan Strategies (collaborative structures).		Teacher Reflections from Training	once	
G2.B1.S1.A1	Mathematics coach will meet with teachers twice per week (in grades 2-5) and weekly (in grades K-1) for Common Planning to unpack current standards and embed the use of item specifications in order to plan effective instruction. Administration and mathematics coach will meet monthly with teachers to unpack upcoming standards in order map curriculum and instruction a month at a time.	Woods, Jessica	9/2/2014	Coaches and teachers will complete monthly curriculum maps as well as collaborative planning documents.	5/28/2015 biweekly
G4.B1.S1.A1	Professional development implementing STEM instruction	Cox, Tracey	9/2/2014	PLC/committee work, common planning document, teacher self reflection/assessment	5/28/2015 every-6-weeks
G4.B1.S2.A1	School science fair	Cox, Tracey	9/2/2014	Science fair projects, reports, and data	5/28/2015 one-time
G5.B1.S1.A1	Mathematics coach will meet with teachers for Common Planning to unpack current standards in order to plan effective instruction. Administration and mathematics coach will meet monthly to unpack upcoming standards in order map curriculum and instruction a month at a time.	Woods, Jessica	9/2/2014	Coaches and teachers will complete monthly curriculum maps as well as collaborative planning documents.	5/28/2015 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S1.A1	Reading coach will meet with teachers for Common Planning to unpack current standards in order to plan effective instruction. Administration and reading coach will meet monthly to unpack upcoming standards in order map curriculum and instruction.	Fowler, Jessica	9/2/2014	Coaches and teachers will complete monthly curriculum maps as well as collaborative planning documents.	5/28/2015 biweekly
G7.B1.S1.A1	Mathematics coach will meet with teachers for Common Planning to unpack current standards in order to plan effective instruction. Administration, math coach and math interventionist will meet monthly to unpack upcoming standards in order map curriculum and instruction a month at a time.	Woods, Jessica	9/2/2014	Coach and teachers will complete monthly curriculum maps as well as collaborative planning documents.	5/28/2015 biweekly
G8.B1.S1.A1	Gradual Release Model professional learning, literacy resource support, common assessment planning support, student work comparison and evaluation.	Fowler, Jessica	9/2/2014	Common Collaborative Planning Document (weekly); Focus walk data; Lesson plans; student work	5/28/2015 biweekly
G3.B3.S1.A1	District Science Specialist will meet with teachers once per week for Common Planning to unpack current standards in order to plan effective instruction. Administration will meet monthly with teachers to unpack upcoming standards in order map curriculum and instruction a month at a time.	Gentry, Cindy	9/2/2014	Specialist and teachers will complete monthly curriculum maps as well as collaborative planning documents.	5/28/2015 weekly
G8.B3.S1.A1	Gradual Release Model professional learning, Guided Reading literacy framework, literacy resource support, common assessment planning support, student work comparison and evaluation. Implementation of small group reading instruction	Fowler, Jessica	9/2/2014	Guided Reading lesson plans, whole group instructional plans, curriculum maps	5/28/2015 biweekly
G8.B5.S1.A1	PLC data reflection, common assessment planning support, student work comparison and evaluation.	Fowler, Jessica	9/2/2014	PLC agendas, student data reflection and school-wide data board	5/28/2015 biweekly
G8.B6.S1.A1	Collaborative Problem Solving Teams, literacy resource support, common assessment planning support, student work comparison and evaluation.	Cox, Tracey	9/2/2014		5/28/2015 biweekly
G8.B4.S1.A1	[no content entered]			one-time	
G9.B2.S1.A1	Use mentor texts as models for explicit writing instruction. Integrate writing instruction in lesson planning during PLC meetings with the reading coach.	Fowler, Jessica	9/2/2014	PLC agendas, lesson plans, curriculum mpas	5/28/2015 biweekly
G1.B5.S1.A1	High promise students will be matched with a suitable adult mentor who will meet with them throughout the school year.	Gentry, Cindy	9/30/2014	Sign in logs for mentors.	6/5/2015 weekly
G2.B1.S1.A2	Develop differentiated lessons during Common Planning to support the needs of all students.	Woods, Jessica	9/2/2014	Teachers will develop and document differentiation within their lesson plans.	5/28/2015 biweekly
G5.B1.S1.A2	Develop differentiated lessons during Common Planning to support the needs of all students.	Woods, Jessica	9/2/2014	Teachers will develop and document differentiation within their lesson plans for both math workshop and math centers.	5/28/2015 biweekly
G6.B1.S1.A2	Develop differentiated lessons during Common Planning to support the needs of all students.	Fowler, Jessica	9/2/2014	Teachers will develop and document differentiation within their lesson plans.	5/28/2015 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B1.S1.A2	Develop differentiated lessons during Common Planning to support the needs of all students.	Woods, Jessica	9/2/2014	Teachers will develop and document differentiation within their lesson plans for math workshop and math centers	5/28/2015 biweekly
G1.MA1	Monitor Discipline Data		9/24/2014	Disaggregated Discipline Data	5/29/2015 every-6-weeks
G1.B1.S1.MA1	Classroom Walkthroughs Using Indicators for Domain 2 of CAST Rubric.	Gentry, Cindy	9/15/2014	Walk-through forms	5/29/2015 monthly
G1.B1.S1.MA1	Classroom Walk-throughs and observations	Gentry, Cindy	8/18/2014	Classroom Walk-through documents	6/5/2015 biweekly
G1.B2.S1.MA1	Classroom Observations using Domain 2 of CAST Rubric		Rubrics	one-time	
G1.B2.S1.MA1	Reflective Conversations in Book Study Group	Gentry, Cindy	10/29/2014	Feedback and Discussion Forms	5/29/2015 every-2-months
G1.B3.S1.MA1	Discipline Data will be monitored to determine the correlation between engagement and discipline.		Discipline data and walk-through forms	once	
G1.B3.S1.MA1	Classroom Walk-throughs and observations		Focus Walk/Walk-through forms	once	
G1.B5.S1.MA1	Monitor discipline data for High Promise students.	Gentry, Cindy	10/30/2014	Discipline data reports.	monthly
G1.B5.S1.MA1	Monthly check-in sessions with mentors and mentees.	Gentry, Cindy	10/30/2014	Notes from check in meetings.	monthly
G2.MA1	Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, teacher lesson plans, student work protocols (in PLCs), and data analysis on district and classroom assessments.	Woods, Jessica	9/8/2014	Students performing at a mastery level in Mathematics on 2015 FSA in all subgroups will serve as evidence of completion of this goal.	5/28/2015 daily
G2.B1.S1.MA1	Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, teacher lesson plans, student work protocol (in PLC), and data analysis on district and classroom assessments.	Woods, Jessica	9/8/2014	Students performing at a mastery level in Mathematics on FSA in all subgroups will serve as evidence of completion of this goal.	5/29/2015 daily
G2.B1.S1.MA1	PLC agendas, Collaborative Planning Document, CAST Informal/Formal Observations, Classroom Walkthroughs, Instructional Rounds	Woods, Jessica	9/24/2014	Coach and teachers will complete monthly curriculum maps as well as collaborative planning documents.PLC agendas from meetings; copies of CAST observations; copies of classroom walkthrough forms; copy of QFIC Instructional Round feedback	5/20/2015 monthly
G3.MA1	[no content entered]			once	
G4.MA1	School science fair	Cox, Tracey	9/2/2014	Students' science fair projects, research and data	5/28/2015 one-time
G4.B1.S1.MA1	Knowledge of effective STEM instruction	Cox, Tracey	9/2/2014	focus walk data, lesson plans, student work, teacher reflection/self-assessment	5/28/2015 monthly
G4.B1.S1.MA1	Professional development implementing STEM instruction	Cox, Tracey	9/2/2014	PLC/committee work, common planning document, teacher self reflection/assessment	5/28/2015 every-6-weeks
G4.B1.S2.MA1	School science fair		number of students	one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			from each grade level participating in science fair.		
G4.B1.S2.MA1	School science fair	Cox, Tracey	9/2/2014	Science fair projects, reports, and data	5/28/2015 one-time
G5.MA1	Progress will be monitored through teacher feed back, student monitoring progress forms, data monitoring form, classroom visits, focus walks, portfolio, observations, snapshot visits, teacher lesson plans, student work protocol, and data analysis on district and classroom assessments.	Gentry, Cindy	9/2/2014	Students making 50% learning gains in Mathematics on Florida Standards Assessment will serve as evidence of completion of this goal.	5/28/2015 daily
G5.B1.S1.MA1	Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, snapshot visits, teacher lesson plans, student work protocols, and data analysis on district and classroom assessments.	Gentry, Cindy	9/2/2014	Students performing at a mastery level in Mathematics on Florida Standards Assessment in all subgroups will serve as evidence of completion of this goal.	5/28/2015 daily
G5.B1.S1.MA1	Mathematics coach will meet with teachers for Common Planning to unpack current standards in order to plan effective instruction. Administration and mathematics coach will meet monthly to unpack upcoming standards in order to plan instruction a month at a time.	Woods, Jessica	9/2/2014	Math Coach and teachers will complete monthly curriculum maps as well as collaborative planning documents.	5/28/2015 biweekly
G6.MA1	Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, snapshot visits, teacher lesson plans, student work protocol, and data analysis on district and classroom assessments.	Lee, Marianne	9/2/2014	Students making 57% proficiency on the 2015 Reading Florida Standards Assessment will serve as evidence of completion of this goal.	5/28/2015 daily
G6.B1.S1.MA1	Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, snapshot visits, teacher lesson plans, student work protocols and data analysis on district and classroom assessments.	Lee, Marianne	9/2/2014	57% of students in grades 3-5 scoring at a level 3 or higher on the 2015 Florida Standards Assessment for Reading will serve as evidence of completion.	5/28/2015 daily
G6.B1.S1.MA1	Reading coach will meet with teachers for Common Planning to unpack current standards in order to plan effective instruction. Administration and mathematics coaches will meet monthly to unpack upcoming standards in order to plan instruction a month at a time.	Fowler, Jessica	9/2/2014	Coach and teachers will complete monthly curriculum maps as well as collaborative planning documents.	5/28/2015 biweekly
G7.MA1	Progress will be monitored through teacher feed back, classroom visits, focus walks, observations, student monitoring progress forms, portfolio, data monitoring form, snapshot visits, teacher lesson plans, student work protocol and data analysis on district and classroom assessments.	Gentry, Cindy	9/2/2014	Students showing a year's growth on the 2015 Florida Standards Math Assessment will serve as evidence of completion of this goal.	5/28/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B1.S1.MA1	Progress will be monitored through teacher feed back, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, snapshot visits, teacher lesson plans, student work protocol, and data analysis on district and classroom assessments.	Gentry, Cindy	9/2/2014	Students increasing learning gains of the bottom gains to 60% on 2015 Florida Standards Math Assessment will serve as evidence of completion of this goal.	5/28/2015 daily
G7.B1.S1.MA1	Math coach will meet with teachers or Common Planning to unpack current standards in order to plan effective instruction. Administration, math coach, and math interventionist will meet monthly to unpack upcoming standards in order to plan instruction a month at a time. Classroom Walkthrough, CAST Informal/Formal Observations, and Instructional Rounds	Gentry, Cindy	9/2/2014	Coach, interventionist and teachers will complete monthly curriculum maps as well as collaborative planning documents; Administration: Copies of classroom walkthroughs and copies of CAST informal/formal observations, and copies of QFIC Instructional Rounds feedback.	5/28/2015 daily
G8.MA1	Curriculum Guide Assessments, Formative and Summative Reading data	Lee, Marianne	9/2/2014	Increase in student reading gains	5/28/2015 daily
G8.B1.S1.MA1	Progress will be monitored for effectiveness through teacher feed back, student monitoring progress forms, portfolio, data monitoring form, classroom visits, focus walks, observations, snapshot visits, teacher lesson plans, student work protocols, and data analysis on district and classroom assessments.	Lee, Marianne	9/2/2014	Student Data chats, data monitoring forms, focus walk and CAST informal/formal observations, lesson plans, and school-wide data analysis	5/28/2015 daily
G8.B1.S1.MA1	PLC agenda and Collaborative Planning Document to support implementation; Administrators will monitor by classroom walkthroughs, CAST formal/informal observations and instructional rounds. Coaches will monitor through observations in the classrooms.	Lee, Marianne	9/2/2014	Classroom Walkthrough feedback forms; PLC agendas; QFIC instructional rounds notes	5/28/2015 daily
G8.B3.S1.MA1	Administration, reading coach, and reading interventionist will meet monthly to unpack upcoming standards in order to plan instruction a month at a time. Administration and reading coach will monitor daily instruction in whole and small group reading	Lee, Marianne	9/2/2014	Focus walk forms, CAST informal/formal observation tools, instructional rounds	5/28/2015 daily
G8.B3.S1.MA1	Reading coach will meet with teachers or Common Planning to unpack current standards in order to plan effective instruction. Administration, reading coach, and reading interventionist will meet monthly to unpack upcoming standards in order to plan instruction a month at a time.	Fowler, Jessica	9/2/2014	Curriculum maps, lesson plans, common assessments	5/28/2015 biweekly
G8.B4.S1.MA1	Reading Coach will meet with teachers or Common Planning to unpack current standards in order to plan effective instruction. Administration, math coach, and math interventionist will meet monthly to unpack upcoming standards in order to plan instruction a month at a time.	Fowler, Jessica	9/2/2014	Student data sheets, class data monitoring sheets, guided reading plan reflections	5/28/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G8.B4.S1.MA1	Reading coach will meet with teachers or Common Planning to unpack current standards in order to plan effective instruction. Administration, reading coach, and reading interventionist will meet monthly to unpack upcoming standards in order to plan instruction a month at a time.	Fowler, Jessica	9/2/2014	PLC Agenda, lesson plans, curriculum maps	5/28/2015 biweekly
G8.B5.S1.MA1	Data chats to include whole group and individual student progress.	Lee, Marianne	9/2/2014	Student data chat forms, school-wide data system for CGAs, class data monitoring forms	5/21/2015 quarterly
G8.B5.S1.MA1	Reading coach will meet with teachers or Common Planning to unpack current standards in order to plan effective instruction. Administration, reading coach, and reading interventionist will meet monthly to unpack upcoming standards in order to plan instruction a month at a time. Classroom walkthroughs, CAST formal/informal observation tools, and instructional rounds	Lee, Marianne	9/2/2014	Common assessments, lesson plans, walkthroughs, instructional rounds	5/28/2015 daily
G8.B6.S1.MA1	Data chats with teachers to monitor whole group, small group, and individual progress monitoring.	Lee, Marianne	9/2/2014	Data chat forms, copies of class data monitoring sheets,	5/28/2015 quarterly
G8.B6.S1.MA1	Classroom walkthroughs, CAST informal/formal observation tools, and instructional rounds	Lee, Marianne	9/2/2014	Walkthrough documents, copies of CAST tools, QFIC instructional round documents	5/28/2015 daily
G9.MA1	Class writing prompts will be monitored to see how students are progressing with the benchmarks covered	Fowler, Jessica	9/1/2014	Class writing prompts class profile sheets	5/28/2015 monthly
G9.B2.S1.MA1	Data chats with teachers to monitor whole group, small group, and individual progress monitoring.	Lee, Marianne	9/2/2014	Data chat sheets for individual students, Guided Reading feedback, and Class data monitoring sheets	5/28/2015 quarterly
G9.B2.S1.MA1	Classroom walkthroughs, student work protocols, CAST formal/informal observation tools, instructional rounds	Fowler, Jessica	9/2/2014	Class Walkthrough forms, Copies of CAST observations, Copies of QFIC instructional rounds notes	5/28/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Decrease overall behavior incidents by 15% from 218 to 185 and reduce the number of students receiving two or more discipline referrals by 30% from 44 students to 31 students.

G1.B1 Teachers lack strategies for classroom management that result in positive behavior.

G1.B1.S1 Teachers will implement the School Wide Discipline Plan with fidelity and consistency including Foundations and CHAMPs.

PD Opportunity 1

Train teachers on all aspects of the discipline plan including Guidelines for Success, CHAMPs, Foundations, classroom discipline chart and the Student Code of Conduct.

Facilitator

Cindy Gentry

Participants

All teachers and instructional coaches

Schedule

Monthly, from 8/14/2014 to 5/29/2015

G1.B2 Teachers lack knowledge of how poverty affects student behavior and learning.

G1.B2.S1 Learn more about the physical, emotional, and behavioral effects of poverty and implement learning in the classroom.

PD Opportunity 1

Teachers who are new to Sadie Tillis will read selected chapters from the book Teaching With Poverty In Mind by Eric Jensen.

Facilitator

Cindy Gentry

Participants

All teachers and coaches

Schedule

Every 2 Months, from 10/29/2014 to 5/29/2015

G1.B3 Some faculty and staff lack strategies for engaging all students in meaningful learning, which in turn will reduce misbehavior.

G1.B3.S1 Implement a variety of engagement strategies, innovative instructional techniques and differentiated instruction daily.

PD Opportunity 1

All teachers will receive training in Kagan Strategies (collaborative structures).

Facilitator

Kagen Facilitator

Participants

All Faculty Members

Schedule

G2. 38% of students in all subgroups will achieve mastery (Level 3-5) on the 2015 FSA (Florida Standards Assessment) Math Assessment

G2.B1 Anticipated barriers are teachers limited understanding of the new MAFS content as well as providing rigorous, differentiated instruction; specific guidance in math center work can also be a barrier

G2.B1.S1 Unpack the standards through work in PLCs in order to build capacity in teachers as well as extensive knowledge of the content.

PD Opportunity 1

Mathematics coach will meet with teachers twice per week (in grades 2-5) and weekly (in grades K-1) for Common Planning to unpack current standards and embed the use of item specifications in order to plan effective instruction. Administration and mathematics coach will meet monthly with teachers to unpack upcoming standards in order map curriculum and instruction a month at a time.

Facilitator

Jessica Woods; Patty Oliphant

Participants

Classroom Teachers

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

PD Opportunity 2

Develop differentiated lessons during Common Planning to support the needs of all students.

Facilitator

Jessica Woods, Patty Oliphant

Participants

Classroom Teachers

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

G3. The percentage of students scoring Level 3 or higher on the 2015 FCAT Science 2.0 will increase from 40% (27) to 45% (30).

G3.B3 Lack of deep understanding of the gradual release, and curriculum guides/assessments.

G3.B3.S1 District science specialist will meet with teachers once per week (in grades 5) for Common Planning to unpack current standards in order to plan effective instruction. Administration will meet monthly with teachers to unpack upcoming standards in order map curriculum and instruction a month at a time.

PD Opportunity 1

District Science Specialist will meet with teachers once per week for Common Planning to unpack current standards in order to plan effective instruction. Administration will meet monthly with teachers to unpack upcoming standards in order map curriculum and instruction a month at a time.

Facilitator

Amanda Cummings

Participants

Classroom Teachers

Schedule

Weekly, from 9/2/2014 to 5/28/2015

G4. The percentage of students participating in STEM-related activities will increase to 100% involving all students in grades K-5.

G4.B1 Teachers lack of experience participating in STEM activities.

G4.B1.S1 Teachers will participate in professional development to build knowledge and understanding of STEM and how to implement STEM activities effectively in their classrooms.

PD Opportunity 1

Professional development implementing STEM instruction

Facilitator

Amanda Cummings, District Science Specialist

Participants

Science teachers K-5

Schedule

Every 6 Weeks, from 9/2/2014 to 5/28/2015

G4.B1.S2 All students in grades K-5 will participate in the school science fair.

PD Opportunity 1

School science fair

Facilitator

District Science Specialist Amanda Cummings

Participants

Classroom Teachers

Schedule

On 5/28/2015

G5. Students will show 53% of proficiency in Mathematics on the 2015 Florida Standards Assessment.

G5.B1 Anticipated barriers are teachers limited understanding of the content as well as providing rigorous, differentiated instruction.

G5.B1.S1 Unpack the standards as a grade level through work in PLCs in order to build capacity in teachers as well as extensive knowledge of the content.

PD Opportunity 1

Mathematics coach will meet with teachers for Common Planning to unpack current standards in order to plan effective instruction. Administration and mathematics coach will meet monthly to unpack upcoming standards in order map curriculum and instruction a month at a time.

Facilitator

Jessica Woods

Participants

Classroom Teachers

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

PD Opportunity 2

Develop differentiated lessons during Common Planning to support the needs of all students.

Facilitator

Jessica Woods

Participants

Classroom Teachers

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

G6. 57% of students in grades 3-5 will score at a level 3 or higher on the 2015 Florida Standards Assessment for Reading.

G6.B1 Anticipated barriers are teachers limited understanding of the content as well as providing rigorous, differentiated instruction.

G6.B1.S1 Unpack the standards as a grade level through work in PLCs in order to build capacity in teachers as well as extensive knowledge of the content.

PD Opportunity 1

Reading coach will meet with teachers for Common Planning to unpack current standards in order to plan effective instruction. Administration and reading coach will meet monthly to unpack upcoming standards in order map curriculum and instruction.

Facilitator

Jessica Fowler/Marianne Lee

Participants

Classroom Teachers

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

PD Opportunity 2

Develop differentiated lessons during Common Planning to support the needs of all students.

Facilitator

Jessica Fowler/Marianne Lee

Participants

Classroom Teachers

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

G7. Increase the proficiency in grades 3-5 to 50% on the 2015 Florida Standards Assessment in Mathematics..

G7.B1 Anticipated barriers are teachers limited understanding of the content as well as providing rigorous, differentiated instruction.

G7.B1.S1 Unpack the standards through work in PLCs in order to build capacity in teachers as well as extensive knowledge of the content.

PD Opportunity 1

Mathematics coach will meet with teachers for Common Planning to unpack current standards in order to plan effective instruction. Administration, math coach and math interventionist will meet monthly to unpack upcoming standards in order map curriculum and instruction a month at a time.

Facilitator

Jessica Woods, Nicole Baker, Cindy Gentry

Participants

Classroom Teachers

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

PD Opportunity 2

Develop differentiated lessons during Common Planning to support the needs of all students.

Facilitator

Jessica Woods, Nicole Baker, and Cindy Gentry

Participants

Classroom Teachers

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

G8. The percentage of students making AMO Targets on the 2015 Florida Standards Reading Assessment will increase from 58% to 60%

G8.B1 Teachers have limited understanding of the gradual release model, how to model effective strategies, and how to incorporate critical thinking activities.

G8.B1.S1 Literacy Leadership Team will work with teachers weekly (during grade level collaboration and WOW Wednesdays) and support them in developing comprehensive gradual release model reading lessons, provide resources to help meet grade level expectations, develop common assessments, and look at student work.

PD Opportunity 1

Gradual Release Model professional learning, literacy resource support, common assessment planning support, student work comparison and evaluation.

Facilitator

Jessica Fowler, Tracey Cox, Marianne Lee

Participants

Classroom Teachers

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

G8.B3 Teachers have a limited understanding of how effective readers interact with text.

G8.B3.S1 Professional learning will include strategies for teaching students to return to the text to support and extend their ideas and claims. (scaffolding text-based analysis and discussion through "think alouds", shared reading, book clubs, literature circles, interactive journals, Socratic seminars, modeling inquiry, and supporting investigation of multiple perspectives.) The Next Step in Guided Reading by Jan Richardson and Falling in Love with Close Reading will be used in PLC's.

PD Opportunity 1

Gradual Release Model professional learning, Guided Reading literacy framework, literacy resource support, common assessment planning support, student work comparison and evaluation. Implementation of small group reading instruction

Facilitator

Jessica Fowler, Tracey Cox, Marianne Lee

Participants

Classroom Teachers

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

G8.B5 Students' lack of experience applying reading strategies and critical thinking in a test-taking situation.

G8.B5.S1 Students will have experiences with CCSS Reading Practice Book, which mirrors the actual test-like questions, and teachers will have access to instant scoring and immediate skill analysis.

PD Opportunity 1

PLC data reflection, common assessment planning support, student work comparison and evaluation.

Facilitator

Jessica Fowler, Tracey Cox, Marianne Lee

Participants

Classroom Teachers

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

G9. The percentage of students scoring at proficiency in writing will increase from 29% to 45%.

G9.B2 Teachers lack understanding of the reading-writing connection (including how to choose and utilize mentor texts when teaching a particular strategy and discussing narrative and expository elements as they relate to writing) as well as how to use processes in the classroom such as shared, interactive, and modeled writing.

G9.B2.S1 Professional learning and reading coach support with lessons that link reading and writing, as well as the effective use of mentor texts to teach writer's craft.

PD Opportunity 1

Use mentor texts as models for explicit writing instruction. Integrate writing instruction in lesson planning during PLC meetings with the reading coach.

Facilitator

Jessica Fowler, Tracey Cox, Marianne Lee

Participants

classroom teachers

Schedule

Biweekly, from 9/2/2014 to 5/28/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 2: 38% of students in all subgroups will achieve mastery (Level 3-5) on the 2015 FSA (Florida Standards Assessment) Math Assessment	2,000
Goal 6: 57% of students in grades 3-5 will score at a level 3 or higher on the 2015 Florida Standards Assessment for Reading.	2,500
Goal 8: The percentage of students making AMO Targets on the 2015 Florida Standards Reading Assessment will increase from 58% to 60%	0
Grand Total	4,500

Goal 2: 38% of students in all subgroups will achieve mastery (Level 3-5) on the 2015 FSA (Florida Standards Assessment) Math Assessment

Description	Source	Total
B1.S1.A1 - Student Centered Mathematics	Title I Part A	2,000
Total Goal 2		2,000

Goal 6: 57% of students in grades 3-5 will score at a level 3 or higher on the 2015 Florida Standards Assessment for Reading.

Description	Source	Total
B1.S1.A1 - The Next Step in Guided Reading	Title I Part A	1,500
B1.S1.A1 - Falling in Love with Close Reading	Title I Part A	1,000
Total Goal 6		2,500

Goal 8: The percentage of students making AMO Targets on the 2015 Florida Standards Reading Assessment will increase from 58% to 60%

Description	Source	Total
B1.S1.A1		0
Total Goal 8		0