Timucuan Elementary School

2014-15 School Improvement Plan

Timucuan Elementary School

5429 110TH ST, Jacksonville, FL 32244

http://www.duvalschools.org/timucuan

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	68%

Alternative/ESE Center	Charter School	Minority
No	No	69%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Timucuan Elementary School is to provide all students a rigorous and relevant academic program that will prepare them to be successful in their later educational and life endeavors.

Provide the school's vision statement

The vision of Timucuan Elementary School is that all students will become lifelong learners, responsible citizens, and emerging leaders in our global community.

School Environment

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

Timucuan Elementary makes building cultures among staff and students a priority. Timucuan serves approximately 15 % ESOL students. 60% of the staff are certified in ESOL. We make sure to send home information in English and Spanish. We hold dual language nights to build communication. We have several translators working in the building. As such we have a teacher that serves on the District Diversity Committee. The teachers at Timucuan make sure to spend time talking to children and get to know all of the students. The ESOL representative and guidance counselor implements ideas with core and resource teachers that embrace cultural differences. Additionally, Timucuan Elementary host a Cultural Showcase each Spring that highlight multicultural contributions to American Society.

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

Timucuan Elementary's foundation team has created school wide "Guidelines for Success", expectations which are reviewed daily with the student body. Timucuan has established school rules, rituals and routines that are in place from the start of the year. Quarterly Discipline Assemblies are implemented to review school wide expectations and reward students for positive behavior.
The "Safety" Committee devised a plan to implement during emergency evacuations.
Annually students and parents are surveyed to gather information about such topics as Bullying, Respect, and School Safety.

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

CHAMPS is implemented school wide.
A school wide discipline plan has been devised that reinforces the new District Student Code of Conduct.
Positive Referrals, student of the month, monthly behavioral incentives, the Golden Spoon award, and age appropriate restorative justice interventions are utilized to alter student misbehavior and decision making.
School counseling is available when needed. Buddy teachers are utilized to support classroom teacher's need for behavior issues. Administration continues open communication with students and

parents for both positive and negative issues.
This year a new uniform policy has been implemented.
This year the school invested in a school wide positive visual messaging program that uses posters placed throughout the school for teachers to conduct "teachable Moments". This program is focused in common areas of the school.

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

The guidance counselor provides:
1 Direct interventions services to identified student groups and collaborates with the leadership team in using data to make decisions about interventions and strategies that support the needs of the students.
2 Links community service agencies and district staffing personnel to school and families to support the child's academic, emotional, behavioral, and social success.

Early Warning Systems

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

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

The school based MTSS Leadership Team utilizes data to identify Tier 1 Tier 2 and Tier 3 targets to focus attention on deficient areas in academic and behavioral areas. Student identified in these tiers are monitored via the school data room. Conversations among teachers, parents and community services are conducted to analyze and make appropriate decisions concerning student needs.
Early Warning System includes:
Attendance Intervention Team
MDRT / RtI Team
Behavioral Interventions Team
These early warning systems provide appropriate time to meet and developed interventions to assist student success.

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

Early Warning System includes:
Attendance Intervention Team
Behavioral Interventions Team
Small Group with Guidance Counselor
Parent Shadowing and Conferencing.
Extended School Day dedicated to Reading based on individual student data. During this time, Achieve 3000, teacher led center, Text Talk, Making Words, and writing are all used to integrate reading strategies and skills. The math interventionist uses the i-Ready Common Core lessons and intense use of manipulatives and other hands on activities aligned with student data to provide push-in, small group support. As more data is collected, the interventionist will focus on additional areas. The reading interventionist will use the Barton Reading System and DAR testing to help determine the support needed in reading.
Both interventionists meet regularly with students, keeping anecdotal notes of support that is provided.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
Yes

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

Description

Increase communication between parents and teachers, and parents and administrators. Inform parents of business partners that are assisting TES. Build an open door policy for parents at Timucuan Elementary. Attempt to get all parents involved in after school events. Through the Host program increase Parent volunteers during school hours. Provide Parenting workshops. Increase the % parents participating in school sponsored family nights by 10%.

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

Timucuan Elementary partners with various businesses to support student achievement. For example, businesses donated school supplies, uniforms, and items for rewards. Parents are kept informed through PTA, SAC, School Messenger, e-mail, and the school's website. The school has a parent resource area where parents can borrow materials for students to use at home. All information provided to parents is provided in English and Spanish. The school provides opportunities for parents and business partners to get involved and help establish a relationship with the school.

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
Kannada, Kharmayne	Instructional Coach
Perry, Darrell	Principal
Randich, Kim	Instructional Coach
Fulton, Sunshine	Assistant Principal

Duties

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

Principal - Darrell Perry: Provides a common vision for the use of data-based decision-making; ensures that the school-based team implements RtI initiatives; monitors assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support RtI implementation; and communicates with all stakeholders regarding school-based RtI plans and activities.

Assistant Principal - Melissa Bell: Main responsibility is to support the owrk of the principal and to follow on duties assigned. Provides a common vision for the use of data-based decision-making; ensures that the school-based team implements RtI initiatives; monitors assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support RtI implementation; and communicates with all stakeholders regarding school-based RtI plans and activities. Assists in progress monitoring, data collection, and data analysis. Checks lesson plans for implementation of RtI process. Assists in the design and delivery of professional development. Provides feedback from classroom walkthroughs to encourage best practices that would benefit students. Collaborates with instructional coaches to ensure the coaching cycle is effectively taking place and results are evident in the targeted classroom. Collaborates with stake holders to ensure students' environments are conducive to learning. Responsible for testing, cafeteria, paraprofessionals, scheduling, and parent communication of events.Participates in SAC and PTA.

Guidance Counselor - Lori Carter: Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with school screening programs that provide early intervention services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; provides support for assessment and implementation monitoring.

Exceptional Student Education (ESE) Teachers - Tina Jones and Tina Kuhlman: Participates in student data collection; integrates core instructional activities/materials into Tier 2/3 instruction; and collaborates with general education teachers through such activities as co-teaching, collaborative planning, and IEP compliance.

Instructional Coaches - Kharmayne Kannada (Math) and Kim Randich (Reading): Provide support to general education teachers in implementing core instruction; participates in student data collection and analysis; collaborate with staff to implement Tier 2/3 interventions. Trainings are planned and facilitated by the coaches. Classroom support including: modeling, collaborative teaching, data analysis, recording lessons, and center implementation are provided.

Members of the MTSS/RtI Team will meet bi-monthly to engage in the following activities:

1. Review school-wide data to assist in collaborative planning and to improve instruction.

2. Review progress monitoring data at each grade level and by classroom to identify students who are meeting/exceeding benchmark performance and to identify at-risk and high-risk students.

3. Design professional development based on the above information.

4. Meet with their PLC bi-monthly for collaboration, problem-solving, sharing "what works", discussing best practices, and analyze fidelity of implementation.

5. Meet with teachers to plan interventions for Tier 2 and Tier 3 students with behavioral issues.

6. Provide support to teachers with the implementation of instructional and behavioral strategies and assist them with the process for next step referrals to MRT.

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

Title I funding at Timucuan is used to fund the following positions: 4 Instructional paraprofessionals. and two instructional teaching positions. There are also funds available for instructional field trips. Title I Parent Involvement totaling approximately $4,100 will be used to provide parents and community members with meaningful training and workshops on standards based instruction throughout the year. Funds are utilized to purchase supplies and materials for parent take home packets, food for events, and quality presenters. Teachers assist by preparing training materials and supplies for parents to take home and use with their children.
Timucuan is also fortunate to be part of the Westside Full Service Schools program, which is funded by the United Way. Referrals are made to the Westside Full Service Program to address various needs of families. The BLAST program, Building Lives and Schools Together is also available as a resource for parents to attend an 8 week program.
Timucuan also particpates in community funded projects that are approved by DCPS including:
Good Touch Bad Touch
Red Ribbon Week
Boy Scouts of America
Girl Scouts of America
English for Students of Other Languages (ESOL)
Learning for Life
David Gerrard's Bright Holidays Program
Bullying Prevention Program
Chartwells Food Services Nutrition Programs
GCA Custodial Services
Girls on the Run

School Advisory Council (SAC)

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

Name	Stakeholder Group
Elizabeth Kerr	Parent
Carlos Zigler	Business/Community
Darrell Perry	Principal
Kelly Gast	Teacher
Cynthia Ingram	Teacher

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

In May of 2014 during the final SAC meeting. The SIP steering committee reviewed activities and strategies Identified in the SIP. Feedback was gathered via FCAT data and teacher survey to determine effectiveness of identified strategies. Strategies identified as working were selected to be continued and enhanced for 2014-2015.
Data from FCAT,CGA, I-ready, and DAR were collected to determine effectiveness.
Parent surveys, activity evaluations and focus groups were used to get feedback on such activities as Parent Nights, Carnival, and Cultural Showcase.

Development of this school improvement plan

All parents have the opportunity to participate in all meetings to give input into the process throughout the school year thorough a variety of channels including; PTA meetings, School Advisory Council meetings, and the various parents training sessions offered throughout the school year. The SAC has the responsibility for developing, implementing and evaluating the various school level plans, including the SIP and PIP. More than 50% of the members of the SAC are parent (non-employee) representatives. As part of the feedback for each parent session held, we solicit their ideas and desires concerning training and assistance sessions that they would like to see offered in the future by meeting with core groups of parents and/or feedback form. Parents were chosen by how much they were involved and inquired about parental activities. They were asked to help with making decisions for the parental involvement. Agenda items, presentation materials and meeting minutes will be used to document the following processes.

Preparation of the school's annual budget and plan

The SAC SIP committee works in collaboration with the principal to review the budget and agree on specific items such as technology enhancements and parental engagement. The principal then meets with the SDM team to finalize budget priorities and development of the final draft of the SIP.

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

School Community Carnival ($1500)
Computers for Lab ($2,000)
Parent Night (1000)

_____
$4,500

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
Randich, Kim	Instructional Coach
Fulton, Sunshine	Assistant Principal
Perry, Darrell	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year are:
~Increase Reading performance and meet the 2014-2015 Reading targets for all AMO subgroups.
~Develop lesson plans that are focused and intentional to meet student needs.
~Analyze student work and assessment data.
~Meet weekly with grade levels for collaboration, problem-solving, sharing "what works", discussing best practices, and analyze fidelity of implementation.
~ Share researched based practices and professional articles with a focus on Florida Reading standards.
~Providing coaching and modeling for faculty and staff working in the area of Reading and Writing with a focus on text complexity, close reading, questioning and response to literature.
~Provide information to students and their families through literacy nights, newsletters and school-wide activities.

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

Coaches and assistant principal plan professional learning community meetings with teachers by grade level as well as by content area.
Common planning time is scheduled amongst all grade levels to share materials, academic rituals and routines, various technology and .best practices in instruction.
For early release days professional development is organized for vertical articulation per subject for grades 3, 4, 5.

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

1. Recruit teachers who are already deemed Highly Qualified by utilizing the district's screening process and various collegiate preparation programs. - Principal
2. Retain new teachers via Mentoring and Induction for Novice Teachers (MINT) program by providing support through mentors, coaches for modeling, and regularly meeting with the PDF and Cadre. - Professional Development Facilitator (PDF)
3. Assign new teachers qualified mentors. - Professional Development Facilitator
4. Retain teachers via professional development support, coaching, and collaborative planning. - Department Chairs, PDF, Coaches.

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

Overall purpose of the teacher mentoring program is to improve teaching and learning. Specifically, the mentoring program is intended to assist classroom teachers, school administrators and locals in the development and implementation of a mentoring program for beginning teachers. The mentoring of beginning teachers is a critical component of the induction of new teachers into the profession. It makes necessary connections between theory and practice, supports the professional and personal growth of beginning teachers and provides professional-development opportunities for the mentor teacher.
Bi-weekly meetings, observations, paired with mentor, Mint specialist meetings, attend District MINT meetings, develop IPDP.
Mentor support will include the following strategies for continuous improvement:
- Mentor observation cycles in which new teachers receive formative feedback and targeted coaching.
- New teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices.

- PDF monthly MINT learning sessions that focus on identified areas of need.
- Collaborative learning groups or PLCs provide additional layers of support and learning opportunities. Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:
- Subject/ grade level
- Certification
- Disposition/interpersonal skills
- Common planning
- Level of expertise/ area of need
- Additional training in Foundations of Mentoring is valued

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

Reading, Writing, Math, Science, and Social Studies curriculum is provided by the district. The core instructional and supplemental materials are analyzed and compared to the expectations outlined in the Math Florida Standards (MAFS) and Language Arts Florida Standards (LAFS). Standards are unpacked, a continuum is created, and content provided in the instructional materials is scaffolded. If the lessons or activities provided in the curriculum are not to the depth or rigor of the standards, additional activities are created to ensure all instruction provided is aligned to the Florida Standards. Frequent walk-throughs and observations by administration with documented input and next steps are conducted to ensure the core instructional programs and materials are aligned to Florida's standards. Administration regularly recommends coaches to assist teachers to implement the next steps.

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

The school uses standardized assessments data, common grade level assessments, anecdotal notes, exit tickets, and various other forms of data to differentiate instructional materials to meet the needs of students. Teachers use exit tickets at the end of their lessons and based on student responses teachers know which students understood the content that was presented. If students required additional support students are provided small group instruction. The process is the same when common assessments are given. If students have mastered a certain level of the standard the rigor of the tasks is increased within the assessment limits outlined in the Item Specifications. Entry tickets are also used to gain information pertaining to background knowledge students possess. In math, teachers use the instructional practices that allow student to move from concrete, to representational, then to abstract thinking. As students continue to demonstrate understanding the complexity of the tasks is increased.
Administrators, coaches, interventionists, and teachers regularly consult data to determine the current academic needs. This information is used to guide instruction to meet the needs of students.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Extended School Day - All students receive an additional hour of reading instruction. In grades 3-5 teachers use Achieve 3000 and Science independent readers to implement instruction. The focus is on improving reading strategies using informational text. Students receive instruction both at their individual instructional levels and on grade level. Center rotations are used and include both teacher led, individual, and group activities.

Strategy Rationale

Timucuan Elementary was identified as one of the state's lowest 300 school according to Reading proficiency on the 2013-2014 FCAT 2.0 assessment. The goal is to improve student Reading proficiency and deepen comprehension.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Perry, Darrell, perryd@duvalschools.org

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

All students are provided with additional learning, but students in 3rd -5th grade are targeted based upon specific data points including students' Reading proficiency on the 2013-2014 FCAT 2.0.

Strategy: Extended School Day

Minutes added to school year:

Extended Day Program- Student participaing in the extended day programs recieved additional support in Reading and Math skills for 45 mins each day (Monday-Friday).

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Students in All grades are open to attend the extended day program based upon specific data points including Bottom Quartile FCAT, level 1 and 2 and Buddle students. Attendance is racked and monitored each day. Students will also given informal and formal assessments to determine progress monitoring.

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

Timucuan Elementary School (TES) has 2 Pre-K units this year. The units are part of a standards based program rooted in Early Learning Best Practices. The program is designed to prepare students for kindergarten and beyond. The units include a highly qualified teacher, certified CDA and two full time para professionals. The maximum capacity is 18 students in each class. The pre-K programs are on a regular school school schedule that begins at 8:30 and ends at 3:00 PM daily.

At Timucuan Elementary, all incoming kindergarteners are assessed upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/ intervention programs. All students are assessed within the areas of Language, Mathematics, Social and Personal Skills, Science, Social Studies, physical Development and fitness and creative arts. Screening data will be collected and aggregated prior to October 2014. Data will be used to plan daily instruction for all students. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all skills identified by screening data. Instruction will be delivered through the use of the gradual release model. Screening tools will be administered three times a year in order to determine student growth and student instructional needs.

The Timucuan Elementary Pre-K Program Parent Involvement is a demonstration program supported through the DCPS Early Learning Coalition. The program consists of two consecutive nine-week Institutes designed to engage families of preschool and kindergarten children in the development of school readiness skills. The goals of the program are to:

• Improve children's readiness outcomes with a focus on literacy.

• Identify and implement promising strategies to significantly increase the active engagement of families in their children's learning.

• Help families become more effective in supporting and being engaged in their children's learning.

• Strengthen the learning connections between families and learning programs so
that they share critical components associated with learning.

• Help programs and school become places where family involvement is welcomed and supported, and where communication among families, programs, and schools is fostered.

In order to assist all students in transitioning to the next grade level, Timucuan will:

• Focus on building positive relationships with parents/guardians and school personnel.

• Establish regular communication between school and home.

• Develop consistent rituals and routines.

• Provide support through the school counselor for students having difficulty adjusting to new environrment.

• Encourage family participation.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   50% of our 4th and 5th graders will achieve proficiency or higher on the writing portion in the Language Arts FSA.

G2.   63% of the students in grades 3-5 will achieve proficiency on the 2015 Spring ELA Florida Standards Assessment.

G3.   68% of students in grades 3-5 will achieve proficiency in Math on the 2015 Florida Standards Assessment.

G4.   40% of 5th grade students will have a proficiency score of 3 or higher on the 2015 Science FCAT.

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. 50% of our 4th and 5th graders will achieve proficiency or higher on the writing portion in the Language Arts FSA. 1a

🔍 G049232

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Interactive Journals in all subjects Common Board Configurations Reading Coach Support 4th and 5th grade Interventionist Planning time for teachers to go over student work, student data and curriculum mapping Use of technology programs - Achieve 3000 (grades 3-5) and Write-to-Learn (grade 5) which incorporates writing and response to literature.

Targeted Barriers to Achieving the Goal 3

- Lack of student knowledge of grammar, spelling, and syntax that begins in K and works it's way up

- Adequate teacher training in new assessment writing

- Immediate use of the technology programs Achieve 3000 and Write-to-Learn

Plan to Monitor Progress Toward G1. 8

Baseline Writing Prompt, along with District prompts will be collected and discussed.

Person Responsible
Kim Randich

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

Evidence of Completion
50% of our 4th and 5th grade students will achieve proficiency or higher on the writing portion in the Language Arts FSA.

G2. 63% of the students in grades 3-5 will achieve proficiency on the 2015 Spring ELA Florida Standards Assessment. `1a`

🔑 G039517

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	63.0

Resources Available to Support the Goal `2`

- Classroom Teachers District Specialists School Based Coaches District curriculum guides Achieve 3000 i-Ready Diagnostic Write to Learn Reading Interventionist Reading Tutor

Targeted Barriers to Achieving the Goal `3`

- Students enter school year reading below grade level expectations

- Students losing valuable instruction time due to frequent absences, tardies or early check out.

- Teachers are unfamiliar with Common Core Standards and are not providing students with experiences with complex texts, higher level thinking and questioning and the rigor to met the demands of the Florida Standards Assessment

- Students do not have adequate practice on using textual based support in written answers.

Plan to Monitor Progress Toward G2. `8`

CGA Assessments
i-Ready Assessments
Achieve 3000
Write to Learn
Spring 2015 FSA

Person Responsible

Darrell Perry

Schedule

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

Evidence of Completion

64 % of the students in grades 3-5 will achieve proficiency on the 2015 Spring ELA Florida Standards Assessment

G3. 68% of students in grades 3-5 will achieve proficiency in Math on the 2015 Florida Standards Assessment. `1a`

🔑 G039518

Targets Supported `1b`

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	68.0

Resources Available to Support the Goal `2`

- Classroom Teachers Exceptional Student Education Teachers School-Based Mathematics Coach District Specialists Math Interventionist District curriculum guides enVisions Common Core Math Investigations Common Core i-Ready Diagnostic i-Ready (computer-based differentiated instruction) Gizmos (computer-based math and science simulations) enVision Common Core Reteach and Practice (Tier 2 and 3 intervention) Ready Common Core (Tier 2 and 3 intervention)

Targeted Barriers to Achieving the Goal `3`

- Students enter current school year lacking an understanding of the foundational mathematical concepts to be successful at grade-level expectations.

- Instruction lacks rigor and relevance to grade level benchmarks and content limits.

- Teachers need support identifying next steps for students once data has been analyzed.

Plan to Monitor Progress Toward G3. `8`

Monitor data (quarterly Curriculum Guide Assessments, i-Ready progress monitoring reports, etc.)
Bi-weekly common assessments
2015 Florida Standards Assessment data

Person Responsible

Darrell Perry

Schedule

On 6/5/2015

Evidence of Completion

(1) Student proficiency at each grade level will meet or surpass school goals set by the district for the 2015 Florida Standards Assessment. (2) Students are grouped for remediation based on assessment data.

G4. 40% of 5th grade students will have a proficiency score of 3 or higher on the 2015 Science FCAT. `1a`

`G039520`

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	46.0

Resources Available to Support the Goal `2`

- Classroom Teachers District Science Specialist Curriculum Guides Gizmos (computer-based math and science simulations) Study Jams (visual explanation of scientific concepts)

- Hands-on science lab

Targeted Barriers to Achieving the Goal `3`

- Students lack the background content knowledge.

- Students have a challenge reading non-fiction material on grade level.

- Teacher needs support scaffolding instruction and using student data to inform instruction.

Plan to Monitor Progress Toward G4. `8`

Student performance (proficiency and gains per benchmark) on frequent teacher created mini-assessments and quarterly Curriculum Guide Assessments

Person Responsible

Schedule
On 6/5/2015

Evidence of Completion
Student work samples Individual student data Classroom data

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. 50% of our 4th and 5th graders will achieve proficiency or higher on the writing portion in the Language Arts FSA. 1

🔑 G049232

G1.B1 Lack of student knowledge of grammar, spelling, and syntax that begins in K and works it's way up 2

🔑 B123010

G1.B1.S1 Utilizing the interactive journals as often as possible for students' written responses with teacher feedback. 4

🔑 S134932

Strategy Rationale

The use of Interactive Journals will be used as a tool for teachers to guide instruction.

Action Step 1 5

Students will daily use Interactive Journals for written responses.

Person Responsible

Kim Randich

Schedule

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

Evidence of Completion

Student work in journals, teacher feedback and use of journals for student grades will be evidence of completion.

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

Use of Interactive Journals in the classroom

Person Responsible

Kim Randich

Schedule

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

Evidence of Completion

Samples of student entries into the journals.

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

During common planning, teachers will meet to discuss students' journals and implementation of them.

Person Responsible

Kim Randich

Schedule

Monthly, from 10/21/2014 to 6/5/2015

Evidence of Completion

Professional Development notebook sign in sheet.

G1.B1.S2 Grammar, spelling, and syntax lessons will be embedded in cross-curricular writing. `4`

`S135041`

Strategy Rationale

Students need to strengthen their grammar, spelling and syntax skills prepare them to become better writers.

Action Step 1 `5`

Teachers will need to identify grammar, spelling and syntax needs of students and plan explicit lessons that will target these needs in other areas.

Person Responsible

Kim Randich

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

students' journal entries, district writing prompts and short answer responses

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

Evidence of cross-curricular writing in interactive journals and student written responses on Achieve 3000 activities and Write-to-Learn (5th grade).

Person Responsible

Kim Randich

Schedule

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

Evidence of Completion

Interactive journals, anecdotal notes from teacher and print outs from Achieve 3000 and Write-to-Learn (5th grade) activities.

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

Improvement in writing skills

Person Responsible

Kim Randich

Schedule

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

Evidence of Completion

District Writing Prompts, student responses and interactive journals

G1.B2 Adequate teacher training in new assessment writing `2`

🔑 B123018

G1.B2.S1 District ELA Specialist and Reading Coach will offer training as needed through observations and teacher request as well as teachers completing focus observations. `4`

🔑 S134954

Strategy Rationale

As teachers acquire knowledge and understanding of the writing portion of the Language Arts FSA, they will be able to guide their instruction to meet the demands of the assessment.

Action Step 1 `5`

Reading Coach will receive professional development and attend trainings whenever possible to obtain an understanding of the writing portion of the Language Arts portion of the FSA. The information will then be shared to the staff through professional development.

Person Responsible

Kim Randich

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Information received at the monthly coach meetings and any other trainings will be evidentce of completion.

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

Student work will be collected and analyzed to monitor for fidelity

Person Responsible

Kim Randich

Schedule

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

Evidence of Completion

Lesson plans, charts, interactive journal and writing prompts

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

Lessons will be modeled to teachers, teachers will participate in focus observations and students' work will be analyze to monitor for effectiveness.

Person Responsible

Kim Randich

Schedule

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

Evidence of Completion

student work, focus observation forms

G1.B3 Immediate use of the technology programs Achieve 3000 and Write-to-Learn 2

🔑 B123020

G1.B3.S1 Teachers will be assigned an extra Computer Lab time to complete Achieve 3000 assignments during the extra hour of instruction. 4

🔑 S134955

Strategy Rationale

It is crucial that our students complete at least 4 articles on Achieve 300 a month. Through the extra hour lessons and the schedule provided, the students will accomplish the goal. Articles will be assigned based on the Science curriculum.

Action Step 1 5

During the extended hour of instruction, all 3-5 teachers will participate in a 6 day rotation that includes 1 additional hour in the computer lab as well as extended time on the classroom computer. This will facilitate the availability of Achieve 3000.

Person Responsible

Kim Randich

Schedule

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

Evidence of Completion

Computer usage and student data based on Achieve 3000.

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

Walkthroughs will be conducted to ensure implementation of the 6 day rotation.

Person Responsible

Kim Randich

Schedule

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

Evidence of Completion

Teacher observation, Achieve 3000 student data and usage report.

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

Monthly Achieve 3000 reports will be analyzed.

Person Responsible

Kim Randich

Schedule

Monthly, from 11/3/2014 to 6/5/2015

Evidence of Completion

Achieve 3000 student data (lexile data, and written responses) and usage reports.

G2. 63% of the students in grades 3-5 will achieve proficiency on the 2015 Spring ELA Florida Standards Assessment. `1`

G039517

G2.B1 Students enter school year reading below grade level expectations `2`

B095316

G2.B1.S1 All ELA teachers will implement the DCPS Instructional Framework Model (Gradual Release: to include Introduction, I-Do, We-Do, You-Do, Closure) with fidelity. `4`

S106425

Strategy Rationale

This structured method of pedagogy is a process where the teacher scaffolds instruction. Beginning with the teacher assuming the entire instruction and leading to the student gaining total independence of their learning. Its structure is to promote confident independent learners.

Action Step 1 `5`

School-based coach and teachers will participate and deliver professional development that focuses on the implementation of the Gradual Release Model. School-based coach and teachers will take part in the professional development during the Teacher Academy, Coaches Academy, pre-planning, Common Planning Time with school based coaches and professional readings.

Person Responsible

Sunshine Fulton

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Professional Development Notebook, Coach's Log and Notebook

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

Participate in professional development opportunities to understand how to effectively implement the Gradual Release Model in classrooms with fidelity.

Person Responsible

Darrell Perry

Schedule

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

Evidence of Completion

Lesson Plans, Student Work, Interactive Journals, Professional Development Notebook, Coach's Log

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

Lesson Plans
Classroom Walk-Throughs
Formal and Informal Observations
Monthly Data Chats
DCPS Coaching Cycle Feedback Forms
Professional Development Notebook

Person Responsible

Darrell Perry

Schedule

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

Evidence of Completion

Curriculum Guide Assessments Interactive Journals i-Ready Assessments Spring 2015 FSA

G2.B1.S2 All ELA, Math and Science teachers will incorporate an Interactive Journal as part of their instruction. 4

S106426

Strategy Rationale

The purpose of Interactive Journals is to promote creative, independent and critical thinkers/ learners. Students will use Interactive Journals to record notes, respond to tasks within a small group as well as independently. Teachers will then provide feedback to students' work.

Action Step 1 5

School -based coach and teachers will participate in professional development on how to effectively implement the Interactive Journals in ELA, Math and Science with fidelity through, Pre-Planning professional development sessions, Common Planning time with School-Based Coaches, Lesson Studies and Coaches' Academy

Person Responsible

Kim Randich

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Walk-Throughs, Student Work, Interactive Journals Professional Development Notebook

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

Participate in professional development opportunities to understand how to effectively implement the Interactive Journals for instruction.

Person Responsible

Schedule

Evidence of Completion

Professional Development Notebook, Coach's Log, Students' Interactive Journals

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

Classroom Walk-Throughs, Formal and Informal Observations, Student Work, Monthly Data Chats

Person Responsible

Schedule

Evidence of Completion

Curriculum Guide Assessments IOWA -E DAR 2014 FCAT 2.0

G2.B1.S3 All ELA teachers will provide differentiated instruction daily for all students. `4`

🔍 S106427

Strategy Rationale

By differentiating Instruction, teachers are abkle to accomodate students'needs, whether it be to reinforce already taught material, or provide higher level of instruction to students.

Action Step 1 `5`

Participate in professional development on how to differentiate instruction to meet the needs of all students through Common Planning time sessions with School-Based Coaches, Lesson Studies,professional reading

Person Responsible

Kim Randich

Schedule

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

Evidence of Completion

Lesson Plans, Coach's Log, Professional Development Notebook

Action Step 2 `5`

Provide intensive, maintenance and enrichment instruction of rotating groups of students, or to individual students based on their needs

> **Person Responsible**
>
> Darrell Perry
>
> **Schedule**
>
> Daily, from 8/18/2014 to 6/5/2015
>
> ***Evidence of Completion***
>
> Student Data Reports, Lesson Plans for Small Group Instruction, Anecdotal Notes

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

Evidence of differentiation will be visible based on lesson plans for small group instruction. These differentiated groups will be based on student data and anecdotal notes.

> **Person Responsible**
>
> Darrell Perry
>
> **Schedule**
>
> Monthly, from 8/18/2014 to 6/5/2015
>
> ***Evidence of Completion***
>
> Monitor data (quarterly Curriculum Guide Assessments, i-Ready progress monitoring reports) and the Spring 2015 Florida Stardards Assessment

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

Lesson Plans to include leveled activities, Classroom Walk-Throughs, Formal and Informal Observations, DCPS Coaching Cycle Feedback Forms

> **Person Responsible**
>
> Darrell Perry
>
> **Schedule**
>
> Weekly, from 8/18/2014 to 6/5/2015
>
> ***Evidence of Completion***
>
> Curriculum Guide Assessments, DAR i-Ready Diagnostic Spring 2015 Florida Standards Assessment

G2.B1.S4 Students will work with the appropriate level of text complexity based on the Common Core Model of Text Complexity 4

🔑 S106428

Strategy Rationale

In order for students to be College and Career ready, there has been a widening of the Lexile Band width. Therefore, instruction needs to be centered around building on the text complexity used for instruction.

Action Step 1 5

Plan and implement lessons for Novel Studies Literature Circles, and Socratic Seminars that promote opportunities for accountable talk and student interaction using complex text.

Person Responsible

Kim Randich

Schedule

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

Evidence of Completion

Lesson Plans, student work,Interactive Journals, anecdotal notes

Action Step 2 5

Provide professional development on how to select grade - level appropriate, complex texts that provide both support and rigor for students

Person Responsible

Kim Randich

Schedule

Semiannually, from 8/11/2014 to 6/5/2015

Evidence of Completion

Professional Development Attendance Sheet, Lesson Plans, Student work

Plan to Monitor Fidelity of Implementation of G2.B1.S4 `6`

Professional development opportunities will be provided to support teachers in understanding how to use grade-level appropriate, complex text to drive instruction through the implementation of Novel Studies, Literature Circles, and Socratic Seminars

Person Responsible

Kim Randich

Schedule

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

Evidence of Completion

Professional Development Notebook, Coach's Log, Lesson Plans, observations, DCPS Coaches Cycle Feedback Form

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 `7`

Lesson Plans to include use of complex text, novel studies, literature circles, Classroom Walk-Throughs, observations, DCPS Coaching Cycle Feedback Forms

Person Responsible

Kim Randich

Schedule

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

Evidence of Completion

Curriculum Guide Assessments DAR Acieve 3000 data Florida Standards Assessment

G2.B1.S5 All teachers will incorporate higher-level thinking and questioning strategies for all students.
4

S106429

Strategy Rationale

Incorporating higher order thinking questions will increase a reader's comprehension. It allows students to find information they need, judge its worth and think at higher levels.

Action Step 1 5

Teachers will increase the level of higher order questioning and thinking skills through the progression of text-dependent questions.

Person Responsible

Kim Randich

Schedule

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

Evidence of Completion

Professional Development Notebook, Coach's Log, Lesson Plans, Student Work

Action Step 2 5

Teachers will incorporate writing-based performance tasks where students will be asked to respond to one or more text-based questions and cite evidence from the text to support their response.

Person Responsible

Kim Randich

Schedule

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

Evidence of Completion

Student work, lesson plans, Interactive Journals with meaningful teacher feedback, Write to Learn, Achieve 3000

Plan to Monitor Fidelity of Implementation of G2.B1.S5 `6`

Teachers will participate in professional development opportunities to support higher-level thinking strategies for all students, increase the level of higher-order thinking skills

Person Responsible

Kim Randich

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Student work samples, performance tasks, Interactive Journals

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 `7`

Lesson Plans (to include higher-level thinking strategies), classroom walk-throughs, Formal and Informal observations, Common Planning time minutes, DCPS Coaching Cycle Feedback Form

Person Responsible

Kim Randich

Schedule

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

Evidence of Completion

Curriculum Guide Assessments DAR Achieve 3000 Data Write to Learn Data Florida Standards Assessment

G2.B2 Students losing valuable instruction time due to frequent absences, tardies or early check out. 2

B095317

G2.B2.S1 Principal, teacher and student will have frequent data chats to draw awareness to the significance of instruction. 4

S106432

Strategy Rationale

It is crucial for success that students fully understand the importance of attendance. Through data chats, students cant monitor their growth and success.

Action Step 1 5

Participation in data chats

Person Responsible

Darrell Perry

Schedule

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

Evidence of Completion

Student's Data Form

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Participate in Principal/Teacher/Parent and Student data chats

Person Responsible

Darrell Perry

Schedule

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

Evidence of Completion

Students' Data Folders, Conference Logs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Quarterly data chats

Person Responsible

Darrell Perry

Schedule

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

Evidence of Completion

Curriculum Guide Assessments, DAR, Students' Data Folder, i-Ready Diagnostic and Florida Standards Assessment

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G2.B3 Teachers are unfamiliar with Common Core Standards and are not providing students with experiences with complex texts, higher level thinking and questioning and the rigor to met the demands of the Florida Standards Assessment `2`

🔍 B095318

G2.B3.S1 Students will use complex text for instruction. including higher level of questioning and rigor to meet the demands of the Language Arts Florida Standards. `4`

🔍 S106433

Strategy Rationale

In order for a student to become College and Career Ready there has been an increase in the Lexile band width. Therefore, teachers must be certain to use the appropriate level of complex text with instruction.

Action Step 1 `5`

Teachers and Coaches will participate in trainings that will develop a stronger knowledge on Common Core Standards, text complexity and higher-level thinking and questioning

Person Responsible

Kim Randich

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Professional Development Notebook

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Coaches and teachers will meet monthly to analyze student work using the district Student Work Protocol. Classroom observations will also be a part of this monitoring.

Person Responsible

Kim Randich

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, student work, PD Notebook

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Lesson Plans (to include complex texts and novel studies), classroom walk-throughs, monthly data chats, DCPS Coaching Cycle Feedback Forms

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, District Student Work Protocol, DCPS Coaching Cycle Feedback Form, Professional Development Notebook.

G2.B4 Students do not have adequate practice on using textual based support in written answers. 2

B103631

G2.B4.S1 ELA Teachers will participate in Professional Development regarding textual based support of written response to literature. 4

S114766

Strategy Rationale

According to the Pillars of Excellence in K-5 Literacy, teachers are expected to have students use details from text to demonstrate understanding and to support their ideas in discussion and writing.

Action Step 1 5

School based Literacy Coach will provide Professional Development to support teachers in using textual based written responses.

Person Responsible

Kim Randich

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Student work, Interactive Journals, teacher lesson plans, professional development notebook.

Action Step 2 5

Fifth grade ELA Teacher will incorporate the Write to Learn program within ELA block.

Person Responsible

Kim Randich

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Lesson plans, student work

Action Step 3 `5`

All 3-5 teachers will incorporate Achieve 3000 during their ELA block and extended hour of reading instruction.

Person Responsible

Darrell Perry

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

student work, Teacher lesson plans, student data, extended reading day documents

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Leadership walk throughs, data chats, student work

Person Responsible

Darrell Perry

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

observation checklist, anecdotal notes,

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Leadership meetings, analyzing student data, student written responses

Person Responsible

Darrell Perry

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

walk through forms, teacher data notebooks, student work

G3. 68% of students in grades 3-5 will achieve proficiency in Math on the 2015 Florida Standards Assessment. `1`

🔑 G039518

G3.B1 Students enter current school year lacking an understanding of the foundational mathematical concepts to be successful at grade-level expectations. `2`

🔑 B095319

G3.B1.S1 All Mathematics teachers will differentiate instruction daily for all students through the implementation of the DCPS Instructional Framework, center rotations, and various resources provided for enrichment, maintenance, and remediation. `4`

🔑 S106434

Strategy Rationale

Students' level of understanding varies and instruction must be scaffolded. Students also require hands-on practice as they move from concrete, to representation, to abstract understanding.

Action Step 1 `5`

Participate in professional development on how to differentiate instruction to meet the needs of all students during core instruction. Teachers will also participate in professional development on effectively implementing center rotations using a variety of materials to differentiate activities based on student needs.

Person Responsible

Kharmayne Kannada

Schedule

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

Evidence of Completion

(1) Professional Development Session(s) Attendance Sheets (2) Common Planning Time Meeting Minutes (3) Lesson Plans

Action Step 2 5

Teachers will also participate in professional development on effectively implementing center rotations using a variety of materials to differentiate activities based on student needs.

Person Responsible

Kharmayne Kannada

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

(1) Professional Development Session(s) Attendance Sheets (2) Common Planning Time Meeting Minutes (3) Lesson Plans (4) Center accountability student work

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

Teachers will effectively differentiate daily instruction during core instruction and center rotations. Differentiation will be based on formal/informal data and checks for understandings.

Person Responsible

Kharmayne Kannada

Schedule

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

Evidence of Completion

(1) Student Data Reports (including i-Ready diagnostic, i-Ready progress monitoring, mini-assessments, etc.) (2) Lesson Plans for Small Group Instruction (3) Anecdotal Notes

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

Evidence of differentiation will be visible based on lesson plans for small group instruction and/or anecdotal notes. Center rotations in the classroom will be based on student data and groups will be heterogeneous.

Person Responsible

Kharmayne Kannada

Schedule

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

Evidence of Completion

(1) Lesson Plans (to include tiered/leveled activities) (2) Student Data Reports (i-Ready, Performance Matters assessment and mini-assessments) (3) Common Planning Time Meeting Minutes (4) Quarterly Data Chats

G3.B1.S2 Grades K-5 will unpack standards using Item Specifications and create a learning continuum that follows developmental understanding of mathematical concepts. `4`

🔑 S106435

Strategy Rationale

Students will have gain a better understanding of content if complexity of tasks and information is scaffolded and students can understand the connection.

Action Step 1 `5`

Utilize the baseline, common assessments, and quarterly Curriculum Guide Assessments to differentiate instruction for students.

Person Responsible

Kharmayne Kannada

Schedule

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

Evidence of Completion

Small group lessons, walk through, student and classroom data

Action Step 2 `5`

Meet with classroom teachers and Math Interventionist to discuss deficiencies based on data and determine next steps

Person Responsible

Kharmayne Kannada

Schedule

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

Evidence of Completion

Classroom and student data, Interventionist lesson sequence

Action Step 3 `5`

Provide professional development on how to scaffold instruction for all students and how to incorporate differentiated centers into the learning environment.

Person Responsible

Kharmayne Kannada

Schedule

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

Evidence of Completion

Student achievement on bi-weekly FCIM assessments

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

Classroom walk thoughs and observations during math instruction

Person Responsible

Kharmayne Kannada

Schedule

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

Evidence of Completion

Student achievement on teacher created assessments and CGAs

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

Grade levels will participate in a bi-weekly data analysis and developing next steps. Students achieving consistent growth will also be rewarded.

Person Responsible

Kharmayne Kannada

Schedule

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

Evidence of Completion

Student data

G3.B2 Instruction lacks rigor and relevance to grade level benchmarks and content limits. `2`

🔍 B095320

G3.B2.S1 All Mathematics teachers will implement the DCPS Instructional Framework Model (Gradual Release of Responsibility Model) with fidelity. The Gradual Release of Responsibility Model includes: I Do (Explicit Instruction), We Do (Guided Practice), They Do (Collaborative Practice), You Do (Independent Practice), and Closing. `4`

🔍 S106436

Strategy Rationale

Research indicates explicit instruction is an effective instructional framework. The Gradual Release Model is also a district mandate.

Action Step 1 `5`

Professional Development on implementing the Gradual Release of Responsibility Model as needed.

Person Responsible

Kharmayne Kannada

Schedule

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

Evidence of Completion

Lesson Plans, Focus Walks, Interactive Journals, Walk through based on 4-Pillars.

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

Implementation of the Gradual Release of Responsibility Model

Person Responsible

Kharmayne Kannada

Schedule

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

Evidence of Completion

Lesson Plans Classroom Observations Interactive Journals

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

Implementation of the Gradual Release of Responsibility Model

Person Responsible

Kharmayne Kannada

Schedule

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

Evidence of Completion

Classroom Observations

G3.B2.S2 Mathematics teachers in grade K-5 will participate in professional development focusing on unpacking the benchmarks and understanding the content limits. 4

🔑 S106437

Strategy Rationale

Teachers must understand the depth of standards for their individual grade levels and how to differentiate based on the concepts in their grade levels.

Action Step 1 5

Participate in PLCs focusing on unpacking the benchmarks, understanding the item specifications, creating assessment questions, and vertical alignment

Person Responsible

Kharmayne Kannada

Schedule

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

Evidence of Completion

Lesson Plans Differentiated Tasks Center Activities demonstrating the various components within each benchmark

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Teachers will utilize deconstructed benchmarks to plan and facilitate rigorous lessons, tasks, and assessments.

Person Responsible

Kharmayne Kannada

Schedule

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

Evidence of Completion

Lesson Plans Observations Samples of student work Classroom assessment data

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

Students will show an increase in performance on i-Ready progress monitoring and Curriculum Guide Assessments.

Person Responsible

Kharmayne Kannada

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

(1) Student achievement will be compared to baseline performance to determine gains and proficiency when the same standards have been assessed. (2) Performance reports from various data sources including i-Ready and Performance Matters.

G3.B2.S3 Mathematics teachers in grades K-5 will participate in professional development focusing on supporting higher-order thinking and questioning techniques. `4`

🔑 S106438

Strategy Rationale

The complexity of the standards varies, and teachers must know how to scaffold questions that allow students to gain a deeper understanding of the content they will learn at their grade level. Critical thinking is also a necessary component to students becoming problem-solvers.

Action Step 1 `5`

Teachers will increase the level of higher order questioning and thinking skills by asking "Why", "Why Not", and "How" questions. Teachers will incorporate appropriate wait time and provide students with opportunities to respond to daily Essential Questions. Teachers will also learn how to scaffold questions when delivering instruction.

Person Responsible

Kharmayne Kannada

Schedule

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

Evidence of Completion

Lesson Plans, Student Work Samples, and Interactive Journals

Plan to Monitor Fidelity of Implementation of G3.B2.S3 `6`

Professional development will provided for all teachers, when needed, with the expectation higher order thinking questions will be incorporated into daily instruction.

Person Responsible

Kharmayne Kannada

Schedule

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

Evidence of Completion

(1) Classroom Observations (2) Lesson Plans with intentional questions planned (3) Students are able to question each other when working

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 `7`

Feedback pertaining to level of questioning will be provided following classroom visits. Teachers will also be videotaped so they can critique their own level of questioning.

Person Responsible

Kharmayne Kannada

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

(1) Classroom observations (2) Focus visits or walk through based on the 4-Pillars (3) Students are able to question one another

G3.B2.S4 Mathematics teachers in grades K-5 will participate in professional development focusing on analyzing student work. `4`

Strategy Rationale

`S112624`

Teachers must understand if lesson tasks are aligned to the standard(s) and if the activities contain the rigor necessary for students to master the standards.

Action Step 1 `5`

Teachers will be provided with professional development on the analyzing student work and selecting rigorous tasks aligned to the standards. Students will be provided with various ways to practice new knowledge aligned with Item Specifications.

Person Responsible

Kharmayne Kannada

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

(1) Student work samples

Plan to Monitor Fidelity of Implementation of G3.B2.S4 `6`

Student work will be displayed in classrooms and maintained in their individual journals or folders. Work will also be periodically discussed to determine rigor and alignment with assessment response modes.

Person Responsible

Kharmayne Kannada

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

(1) Student work samples (2) Performance tasks (3) Common assessments

Plan to Monitor Effectiveness of Implementation of G3.B2.S4 `7`

Classroom walk throughs will occur and student tasks will be observed. Students will also be questioned during lessons pertaining to the tasks they are completing.

Person Responsible

Kharmayne Kannada

Schedule

Daily, from 9/2/2014 to 6/5/2015

Evidence of Completion

(1) Students will be able to discuss their work they are completing and explain their thinking. (2) Classroom walk through notes (3) Common assessments

G3.B3 Teachers need support identifying next steps for students once data has been analyzed. `2`

B101347

G3.B3.S1 Professional development will be provided on next steps once student data is collected and analyzed. `4`

S112628

Strategy Rationale

Teachers have stressed uncertainty about next steps when student data has been analyzed. They are unsure about how to use the data in regards to making instructional decisions.

Action Step 1 `5`

Teachers will be provided with baseline data and it will be analyzed together. Next steps will be selected based on whole-group data and individual data.

Person Responsible

Kharmayne Kannada

Schedule

Biweekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

(1) Teachers will be able to analyze data and determine next steps for all their students.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Periodic meetings will occur to discuss student data and how it is used to guide daily instruction. The data will include both formal and informal data.

Person Responsible

Darrell Perry

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

(1) Small group lessons are differentiated based on students' individual needs. (2) All reteach lessons are based on data.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Classroom data and individual student data will be analyzed and compared to other data sources.

Person Responsible

Kharmayne Kannada

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

(1) Small group lesson plans will reflect needs based on data. (2) Teachers will be able to justify instructional decisions based on data.

G4. 40% of 5th grade students will have a proficiency score of 3 or higher on the 2015 Science FCAT. [1]

G039520

G4.B1 Students lack the background content knowledge. [2]

B095323

G4.B1.S1 Science teachers will utilize previous year Item Specifications to ramp students up to 5th grade expectations. [4]

S106443

Strategy Rationale

Students lack background information of some 5th grade science content.

Action Step 1 [5]

Science teachers will examine previous grade level Item Specifications to determine content to review with 5th grade students.

Person Responsible

Sunshine Fulton

Schedule

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

Evidence of Completion

(1) Lesson Plans (2) Interactive Journals (3) Classroom data

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

Students will review previous years (K-4) content based on 5th Grade Item Specifications.

Person Responsible

Sunshine Fulton

Schedule

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

Evidence of Completion

(1) Lesson Plans (2) Interactive Journals (3) Informal classroom assessments (4) Center activity accountability pieces (5) Performance on quarterly Curriculum Guide Assessments (6) Performance on 2015 Science FCAT 2.0

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

Students will participate in differentiated science centers.

Person Responsible

Sunshine Fulton

Schedule

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

Evidence of Completion

(1) Lesson Plans (2) Interactive Journals (3) Formal/Informal Observations (4) Performance on weekly assessment data (4) Performance on quarterly Curriculum Guide Assessments (5) Performance on 2015 5th Grade Science FCAT 2.0

G4.B1.S2 Students will be provided hands-on experiences to support scientific inquiry and conceptual knowledge. `4`

🔑 S106444

Strategy Rationale

Real world application will allow students to use concrete experience to gain a better understanding of abstract information.

Action Step 1 `5`

Students participate in more hands-on experiments and labs throughout the year.

Person Responsible

Sunshine Fulton

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Organized Science Lab with equipment and consumable products Lab schedule for intermediate grades Checkout system for equipment and consumable products for primary grades Evidence of student-based inquiries

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

Students will participate in rigorous and purposeful experiments and labs to support inquiry and conceptual knowledge.

Person Responsible

Sunshine Fulton

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Student performance on teacher created mini-assessments and Quarterly Curriculum Guide Assessments

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

Student achievement will increase on the quarterly Curriculum Guide Assessments due to instruction and participation in labs and experiments.

Person Responsible

Sunshine Fulton

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Increased proficiency levels on quarterly Curriculum Guide Assessments and the 2015 5th Grade Science FCAT 2.0.

G4.B1.S3 Teacher will use informal data to determine small group instruction that is needed. 4

S112535

Strategy Rationale

Deficient areas must be addressed so instruction can be scaffolded to encourage mastery.

Action Step 1 5

Informal data will be collected and analyzed so it can be used to make daily instructional decisions.

Person Responsible

Kharmayne Kannada

Schedule

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

Evidence of Completion

(1) Small group instructional plans. (2) Informal assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Classrooms will be visited regularly, student tasks and data will be analyzed regularly.

Person Responsible

Sunshine Fulton

Schedule

Biweekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

(1) Small group instructional plans (2) Data comparison from baseline and quarterly Curriculum Guide Assessments.

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 `7`

Classroom walk through using the 4-Pillars and meeting with 5th grade science teacher.

Person Responsible

Sunshine Fulton

Schedule

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

Evidence of Completion

(1) Data from assessments

G4.B2 Students have a challenge reading non-fiction material on grade level. `2`

🔍 B095324

G4.B2.S1 Teachers will utilize informational articles from Achieve 3000 that are differentiated on students' independent levels. They will also use the stretch articles and provide intensive instruction using grade level texts. `4`

🔍 S112658

Strategy Rationale

Students are reading below grade level expectations and the lexile bands have been changed according to Common Core.

Action Step 1 `5`

Monitor students' progress reports in Achieve 3000

Person Responsible

Kim Randich

Schedule

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

Evidence of Completion

Increased proficiency on Achieve 3000 assessments.

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

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Reports will be pulled monthly and compared to previous progress.

Person Responsible

Kim Randich

Schedule

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

Evidence of Completion

Achieve 3000 reports.

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

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Classroom walk throughs

Person Responsible

Kharmayne Kannada

Schedule

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

Evidence of Completion

Classroom walk through forms using the 4-Pillars of Excellence form.

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
G2.B1.S1.A1	School-based coach and teachers will participate and deliver professional development that focuses on the implementation of the Gradual Release Model. School-based coach and teachers will take part in the professional development during the Teacher Academy, Coaches Academy, pre-planning, Common Planning Time with school based coaches and professional readings.	Fulton, Sunshine	8/11/2014	Professional Development Notebook, Coach's Log and Notebook	6/5/2015 monthly
G2.B1.S2.A1	School -based coach and teachers will participate in professional development on how to effectively implement the Interactive Journals in ELA, Math and Science with fidelity through, Pre-Planning professional development sessions, Common	Randich, Kim	8/11/2014	Walk-Throughs, Student Work, Interactive Journals Professional Development Notebook	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Planning time with School-Based Coaches, Lesson Studies and Coaches' Academy				
G2.B1.S3.A1	Participate in professional development on how to differentiate instruction to meet the needs of all students through Common Planning time sessions with School-Based Coaches, Lesson Studies,professional reading	Randich, Kim	8/18/2014	Lesson Plans, Coach's Log, Professional Development Notebook	6/5/2015 weekly
G2.B1.S4.A1	Plan and implement lessons for Novel Studies Literature Circles, and Socratic Seminars that promote opportunities for accountable talk and student interaction using complex text.	Randich, Kim	8/18/2014	Lesson Plans, student work,Interactive Journals, anecdotal notes	6/5/2015 weekly
G2.B1.S5.A1	Teachers will increase the level of higher order questioning and thinking skills through the progression of text-dependent questions.	Randich, Kim	8/18/2014	Professional Development Notebook, Coach's Log, Lesson Plans, Student Work	6/5/2015 daily
G2.B2.S1.A1	Participation in data chats	Perry, Darrell	8/18/2014	Student's Data Form	6/5/2015 quarterly
G2.B3.S1.A1	Teachers and Coaches will participate in trainings that will develop a stronger knowledge on Common Core Standards, text complexity and higher-level thinking and questioning	Randich, Kim	8/11/2014	Lesson Plans, Professional Development Notebook	6/5/2015 monthly
G3.B1.S1.A1	Participate in professional development on how to differentiate instruction to meet the needs of all students during core instruction. Teachers will also participate in professional development on effectively implementing center rotations using a variety of materials to differentiate activities based on student needs.	Kannada, Kharmayne	8/18/2014	(1) Professional Development Session(s) Attendance Sheets (2) Common Planning Time Meeting Minutes (3) Lesson Plans	6/5/2015 monthly
G3.B1.S2.A1	Utilize the baseline, common assessments, and quarterly Curriculum Guide Assessments to differentiate instruction for students.	Kannada, Kharmayne	9/1/2014	Small group lessons, walk through, student and classroom data	6/5/2015 weekly
G3.B2.S1.A1	Professional Development on implementing the Gradual Release of Responsibility Model as needed.	Kannada, Kharmayne	8/18/2014	Lesson Plans, Focus Walks, Interactive Journals, Walk through based on 4-Pillars.	6/5/2015 semiannually
G3.B2.S2.A1	Participate in PLCs focusing on unpacking the benchmarks, understanding the item specifications, creating assessment questions, and vertical alignment	Kannada, Kharmayne	8/18/2014	Lesson Plans Differentiated Tasks Center Activities demonstrating the various components within each benchmark	6/5/2015 monthly
G3.B2.S3.A1	Teachers will increase the level of higher order questioning and thinking skills by asking "Why", "Why Not", and "How" questions. Teachers will incorporate appropriate wait time and provide students with opportunities to respond to daily Essential Questions. Teachers will also learn how to scaffold questions when delivering instruction.	Kannada, Kharmayne	8/18/2014	Lesson Plans, Student Work Samples, and Interactive Journals	6/5/2015 daily
G4.B1.S1.A1	Science teachers will examine previous grade level Item Specifications to determine content to review with 5th grade students.	Fulton, Sunshine	8/18/2014	(1) Lesson Plans (2) Interactive Journals (3) Classroom data	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S2.A1	Students participate in more hands-on experiments and labs throughout the year.	Fulton, Sunshine	9/2/2014	Organized Science Lab with equipment and consumable products Lab schedule for intermediate grades Checkout system for equipment and consumable products for primary grades Evidence of student-based inquiries	6/5/2015 weekly
G3.B2.S4.A1	Teachers will be provided with professional development on the analyzing student work and selecting rigorous tasks aligned to the standards. Students will be provided with various ways to practice new knowledge aligned with Item Specifications.	Kannada, Kharmayne	9/2/2014	(1) Student work samples	6/5/2015 monthly
G3.B3.S1.A1	Teachers will be provided with baseline data and it will be analyzed together. Next steps will be selected based on whole-group data and individual data.	Kannada, Kharmayne	9/2/2014	(1) Teachers will be able to analyze data and determine next steps for all their students.	6/5/2015 biweekly
G4.B1.S3.A1	Informal data will be collected and analyzed so it can be used to make daily instructional decisions.	Kannada, Kharmayne	8/18/2014	(1) Small group instructional plans. (2) Informal assessments	6/5/2015 biweekly
G2.B4.S1.A1	School based Literacy Coach will provide Professional Development to support teachers in using textual based written responses.	Randich, Kim	8/11/2014	Student work, Interactive Journals, teacher lesson plans, professional development notebook.	6/5/2015 quarterly
G4.B2.S1.A1	Monitor students' progress reports in Achieve 3000	Randich, Kim	8/18/2014	Increased proficiency on Achieve 3000 assessments.	6/5/2015 monthly
G1.B1.S1.A1	Students will daily use Interactive Journals for written responses.	Randich, Kim	9/29/2014	Student work in journals, teacher feedback and use of journals for student grades will be evidence of completion.	6/5/2015 weekly
G1.B2.S1.A1	Reading Coach will receive professional development and attend trainings whenever possible to obtain an understanding of the writing portion of the Language Arts portion of the FSA. The information will then be shared to the staff through professional development.	Randich, Kim	9/22/2014	Information received at the monthly coach meetings and any other trainings will be evidentce of completion.	6/5/2015 monthly
G1.B3.S1.A1	During the extended hour of instruction, all 3-5 teachers will participate in a 6 day rotation that includes 1 additional hour in the computer lab as well as extended time on the classroom computer. This will facilitate the availability of Achieve 3000.	Randich, Kim	10/6/2014	Computer usage and student data based on Achieve 3000.	6/5/2015 weekly
G1.B1.S2.A1	Teachers will need to identify grammar, spelling and syntax needs of students and plan explicit lessons that will target these needs in other areas.	Randich, Kim	9/2/2014	students' journal entries, district writing prompts and short answer responses	6/5/2015 monthly
G2.B1.S3.A2	Provide intensive, maintenance and enrichment instruction of rotating groups of students, or to individual students based on their needs	Perry, Darrell	8/18/2014	Student Data Reports, Lesson Plans for Small Group Instruction, Anecdotal Notes	6/5/2015 daily
G2.B1.S4.A2	Provide professional development on how to select grade - level appropriate, complex texts that provide both support and rigor for students	Randich, Kim	8/11/2014	Professional Development Attendance Sheet, Lesson Plans, Student work	6/5/2015 semiannually
G2.B1.S5.A2	Teachers will incorporate writing-based performance tasks where	Randich, Kim	8/18/2014	Student work, lesson plans, Interactive Journals with meaningful teacher	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	students will be asked to respond to one or more text-based questions and cite evidence from the text to support their response.			feedback, Write to Learn, Achieve 3000	
G3.B1.S1.A2	Teachers will also participate in professional development on effectively implementing center rotations using a variety of materials to differentiate activities based on student needs.	Kannada, Kharmayne	8/18/2014	(1) Professional Development Session(s) Attendance Sheets (2) Common Planning Time Meeting Minutes (3) Lesson Plans (4) Center accountability student work	6/5/2015 every-6-weeks
G3.B1.S2.A2	Meet with classroom teachers and Math Interventionist to discuss deficiencies based on data and determine next steps	Kannada, Kharmayne	9/1/2014	Classroom and student data, Interventionist lesson sequence	6/5/2015 weekly
G2.B4.S1.A2	Fifth grade ELA Teacher will incorporate the Write to Learn program within ELA block.	Randich, Kim	9/8/2014	Lesson plans, student work	6/5/2015 weekly
G3.B1.S2.A3	Provide professional development on how to scaffold instruction for all students and how to incorporate differentiated centers into the learning environment.	Kannada, Kharmayne	9/1/2014	Student achievement on bi-weekly FCIM assessments	6/5/2015 biweekly
G2.B4.S1.A3	All 3-5 teachers will incorporate Achieve 3000 during their ELA block and extended hour of reading instruction.	Perry, Darrell	9/8/2014	student work, Teacher lesson plans, student data, extended reading day documents	6/5/2015 weekly
G1.MA1	Baseline Writing Prompt, along with District prompts will be collected and discussed.	Randich, Kim	10/1/2014	50% of our 4th and 5th grade students will achieve proficiency or higher on the writing portion in the Language Arts FSA.	6/5/2015 quarterly
G1.B1.S1.MA1	During common planning, teachers will meet to discuss students' journals and implementation of them.	Randich, Kim	10/21/2014	Professional Development notebook sign in sheet.	6/5/2015 monthly
G1.B1.S1.MA1	Use of Interactive Journals in the classroom	Randich, Kim	9/29/2014	Samples of student entries into the journals.	6/5/2015 weekly
G1.B2.S1.MA1	Lessons will be modeled to teachers, teachers will participate in focus observations and students' work will be analyze to monitor for effectiveness.	Randich, Kim	10/1/2014	student work, focus observation forms	6/5/2015 monthly
G1.B2.S1.MA1	Student work will be collected and analyzed to monitor for fidelity	Randich, Kim	10/1/2014	Lesson plans, charts, interactive journal and writing prompts	6/5/2015 monthly
G1.B3.S1.MA1	Monthly Achieve 3000 reports will be analyzed.	Randich, Kim	11/3/2014	Achieve 3000 student data (lexile data, and written responses) and usage reports.	6/5/2015 monthly
G1.B3.S1.MA1	Walkthroughs will be conducted to ensure implementation of the 6 day rotation.	Randich, Kim	10/6/2014	Teacher observation, Achieve 3000 student data and usage report.	6/5/2015 weekly
G1.B1.S2.MA1	Improvement in writing skills	Randich, Kim	10/1/2014	District Writing Prompts, student responses and interactive journals	6/5/2015 monthly
G1.B1.S2.MA1	Evidence of cross-curricular writing in interactive journals and student written responses on Achieve 3000 activities and Write-to-Learn (5th grade).	Randich, Kim	10/1/2014	Interactive journals, anecdotal notes from teacher and print outs from Achieve 3000 and Write-to-Learn (5th grade) activities.	6/5/2015 monthly
G2.MA1	CGA Assessments i-Ready Assessments Achieve 3000 Write to Learn Spring 2015 FSA	Perry, Darrell	10/10/2014	64 % of the students in grades 3-5 will achieve proficiency on the 2015 Spring ELA Florida Standards Assessment	6/5/2015 quarterly
G2.B1.S1.MA1	Lesson Plans Classroom Walk-Throughs Formal and Informal Observations Monthly Data Chats DCPS Coaching Cycle Feedback	Perry, Darrell	8/18/2014	Curriculum Guide Assessments Interactive Journals i-Ready Assessments Spring 2015 FSA	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Forms Professional Development Notebook				
G2.B1.S1.MA1	Participate in professional development opportunities to understand how to effectively implement the Gradual Release Model in classrooms with fidelity.	Perry, Darrell	8/18/2014	Lesson Plans, Student Work, Interactive Journals, Professional Development Notebook, Coach's Log	6/5/2015 weekly
G2.B2.S1.MA1	Quarterly data chats	Perry, Darrell	8/18/2014	Curriculum Guide Assessments, DAR, Students' Data Folder, i-Ready Diagnostic and Florida Standards Assessment	6/5/2015 quarterly
G2.B2.S1.MA1	Participate in Principal/Teacher/Parent and Student data chats	Perry, Darrell	8/18/2014	Students' Data Folders, Conference Logs	6/5/2015 quarterly
G2.B3.S1.MA1	Lesson Plans (to include complex texts and novel studies), classroom walk-throughs, monthly data chats, DCPS Coaching Cycle Feedback Forms		Lesson Plans, District Student Work Protocol, DCPS Coaching Cycle Feedback Form, Professional Development Notebook.	one-time	
G2.B3.S1.MA1	Coaches and teachers will meet monthly to analyze student work using the district Student Work Protocol. Classroom observations will also be a part of this monitoring.	Randich, Kim	9/2/2014	Lesson Plans, student work, PD Notebook	6/5/2015 monthly
G2.B4.S1.MA1	Leadership meetings, analyzing student data, student written responses	Perry, Darrell	9/8/2014	walk through forms, teacher data notebooks, student work	6/5/2015 weekly
G2.B4.S1.MA1	Leadership walk throughs, data chats, student work	Perry, Darrell	9/8/2014	observation checklist, anecdotal notes,	6/5/2015 weekly
G2.B1.S2.MA1	Classroom Walk-Throughs, Formal and Informal Observations, Student Work, Monthly Data Chats		Curriculum Guide Assessments IOWA -E DAR 2014 FCAT 2.0	one-time	
G2.B1.S2.MA1	Participate in professional development opportunities to understand how to effectively implement the Interactive Journals for instruction.		Professional Development Notebook, Coach's Log, Students' Interactive Journals	one-time	
G2.B1.S3.MA1	Lesson Plans to include leveled activities, Classroom Walk-Throughs, Formal and Informal Observations, DCPS Coaching Cycle Feedback Forms	Perry, Darrell	8/18/2014	Curriculum Guide Assessments, DAR i-Ready Diagnostic Spring 2015 Florida Standards Assessment	6/5/2015 weekly
G2.B1.S3.MA1	Evidence of differentiation will be visible based on lesson plans for small group instruction. These differentiated groups will be based on student data and anecdotal notes.	Perry, Darrell	8/18/2014	Monitor data (quarterly Curriculum Guide Assessments, i-Ready progress monitoring reports) and the Spring 2015 Florida Stardards Assessment	6/5/2015 monthly
G2.B1.S4.MA1	Lesson Plans to include use of complex text, novel studies, literature circles, Classroom Walk-Throughs,	Randich, Kim	8/18/2014	Curriculum Guide Assessments DAR Acieve 3000 data Florida Standards Assessment	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	observations, DCPS Coaching Cycle Feedback Forms				
G2.B1.S4.MA1	Professional development opportunities will be provided to support teachers in understanding how to use grade-level appropriate, complex text to drive instruction through the implementation of Novel Studies, Literature Circles, and Socratic Seminars	Randich, Kim	8/18/2014	Professional Development Notebook, Coach's Log, Lesson Plans, observations, DCPS Coaches Cycle Feedback Form	6/5/2015 monthly
G2.B1.S5.MA1	Lesson Plans (to include higher-level thinking strategies), classroom walk-throughs, Formal and Informal observations, Common Planning time minutes, DCPS Coaching Cycle Feedback Form	Randich, Kim	8/18/2014	Curriculum Guide Assessments DAR Achieve 3000 Data Write to Learn Data Florida Standards Assessment	6/5/2015 weekly
G2.B1.S5.MA1	Teachers will participate in professional development opportunities to support higher-level thinking strategies for all students, increase the level of higher-order thinking skills	Randich, Kim	8/18/2014	Lesson Plans, Student work samples, performance tasks, Interactive Journals	6/5/2015 every-6-weeks
G3.MA1	Monitor data (quarterly Curriculum Guide Assessments, i-Ready progress monitoring reports, etc.) Bi-weekly common assessments 2015 Florida Standards Assessment data	Perry, Darrell	8/18/2014	(1) Student proficiency at each grade level will meet or surpass school goals set by the district for the 2015 Florida Standards Assessment. (2) Students are grouped for remediation based on assessment data.	6/5/2015 one-time
G3.B1.S1.MA1	Evidence of differentiation will be visible based on lesson plans for small group instruction and/or anecdotal notes. Center rotations in the classroom will be based on student data and groups will be heterogeneous.	Kannada, Kharmayne	8/18/2014	(1) Lesson Plans (to include tiered/leveled activities) (2) Student Data Reports (i-Ready, Performance Matters assessment and mini-assessments) (3) Common Planning Time Meeting Minutes (4) Quarterly Data Chats	6/5/2015 biweekly
G3.B1.S1.MA1	Teachers will effectively differentiate daily instruction during core instruction and center rotations. Differentiation will be based on formal/informal data and checks for understandings.	Kannada, Kharmayne	8/18/2014	(1) Student Data Reports (including i-Ready diagnostic, i-Ready progress monitoring, mini-assessments, etc.) (2) Lesson Plans for Small Group Instruction (3) Anecdotal Notes	6/5/2015 weekly
G3.B2.S1.MA1	Implementation of the Gradual Release of Responsibility Model	Kannada, Kharmayne	8/18/2014	Classroom Observations	6/5/2015 daily
G3.B2.S1.MA1	Implementation of the Gradual Release of Responsibility Model	Kannada, Kharmayne	8/18/2014	Lesson Plans Classroom Observations Interactive Journals	6/5/2015 daily
G3.B3.S1.MA1	Classroom data and individual student data will be analyzed and compared to other data sources.	Kannada, Kharmayne	9/2/2014	(1) Small group lesson plans will reflect needs based on data. (2) Teachers will be able to justify instructional decisions based on data.	6/5/2015 monthly
G3.B3.S1.MA1	Periodic meetings will occur to discuss student data and how it is used to guide daily instruction. The data will include both formal and informal data.	Perry, Darrell	9/2/2014	(1) Small group lessons are differentiated based on students' individual needs. (2) All reteach lessons are based on data.	6/5/2015 monthly
G3.B1.S2.MA1	Grade levels will participate in a bi-weekly data analysis and developing next steps. Students achieving consistent growth will also be rewarded.	Kannada, Kharmayne	8/18/2014	Student data	6/5/2015 biweekly
G3.B1.S2.MA1	Classroom walk thoughs and observations during math instruction	Kannada, Kharmayne	8/18/2014	Student achievement on teacher created assessments and CGAs	6/5/2015 weekly
G3.B2.S2.MA1	Students will show an increase in performance on i-Ready progress	Kannada, Kharmayne	9/8/2014	(1) Student achievement will be compared to baseline performance to determine gains and proficiency when	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	monitoring and Curriculum Guide Assessments.			the same standards have been assessed. (2) Performance reports from various data sources including i-Ready and Performance Matters.	
G3.B2.S2.MA1	Teachers will utilize deconstructed benchmarks to plan and facilitate rigorous lessons, tasks, and assessments.	Kannada, Kharmayne	8/18/2014	Lesson Plans Observations Samples of student work Classroom assessment data	6/5/2015 monthly
G3.B2.S3.MA1	Feedback pertaining to level of questioning will be provided following classroom visits. Teachers will also be videotaped so they can critique their own level of questioning.	Kannada, Kharmayne	8/18/2014	(1) Classroom observations (2) Focus visits or walk through based on the 4-Pillars (3) Students are able to question one another	6/5/2015 every-6-weeks
G3.B2.S3.MA1	Professional development will provided for all teachers, when needed, with the expectation higher order thinking questions will be incorporated into daily instruction.	Kannada, Kharmayne	8/18/2014	(1) Classroom Observations (2) Lesson Plans with intentional questions planned (3) Students are able to question each other when working	6/5/2015 daily
G3.B2.S4.MA1	Classroom walk throughs will occur and student tasks will be observed. Students will also be questioned during lessons pertaining to the tasks they are completing.	Kannada, Kharmayne	9/2/2014	(1) Students will be able to discuss their work they are completing and explain their thinking. (2) Classroom walk through notes (3) Common assessments	6/5/2015 daily
G3.B2.S4.MA1	Student work will be displayed in classrooms and maintained in their individual journals or folders. Work will also be periodically discussed to determine rigor and alignment with assessment response modes.	Kannada, Kharmayne	9/2/2014	(1) Student work samples (2) Performance tasks (3) Common assessments	6/5/2015 monthly
G4.MA1	Student performance (proficiency and gains per benchmark) on frequent teacher created mini-assessments and quarterly Curriculum Guide Assessments		8/18/2014	Student work samples Individual student data Classroom data	6/5/2015 one-time
G4.B1.S1.MA1	Students will participate in differentiated science centers.	Fulton, Sunshine	8/18/2014	(1) Lesson Plans (2) Interactive Journals (3) Formal/Informal Observations (4) Performance on weekly assessment data (4) Performance on quarterly Curriculum Guide Assessments (5) Performance on 2015 5th Grade Science FCAT 2.0	6/5/2015 weekly
G4.B1.S1.MA1	Students will review previous years (K-4) content based on 5th Grade Item Specifications.	Fulton, Sunshine	8/18/2014	(1) Lesson Plans (2) Interactive Journals (3) Informal classroom assessments (4) Center activity accountability pieces (5) Performance on quarterly Curriculum Guide Assessments (6) Performance on 2015 Science FCAT 2.0	6/5/2015 weekly
G4.B2.S1.MA1	Classroom walk throughs	Kannada, Kharmayne	8/18/2014	Classroom walk through forms using the 4-Pillars of Excellence form.	6/5/2015 weekly
G4.B2.S1.MA1	Reports will be pulled monthly and compared to previous progress.	Randich, Kim	8/18/2014	Achieve 3000 reports.	6/5/2015 monthly
G4.B1.S2.MA1	Student achievement will increase on the quarterly Curriculum Guide Assessments due to instruction and participation in labs and experiments.	Fulton, Sunshine	9/2/2014	Increased proficiency levels on quarterly Curriculum Guide Assessments and the 2015 5th Grade Science FCAT 2.0.	6/5/2015 weekly
G4.B1.S2.MA1	Students will participate in rigorous and purposeful experiments and labs to support inquiry and conceptual knowledge.	Fulton, Sunshine	9/2/2014	Student performance on teacher created mini-assessments and Quarterly Curriculum Guide Assessments	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S3.MA1	Classroom walk through using the 4-Pillars and meeting with 5th grade science teacher.	Fulton, Sunshine	8/18/2014	(1) Data from assessments	6/5/2015 biweekly
G4.B1.S3.MA1	Classrooms will be visited regularly, student tasks and data will be analyzed regularly.	Fulton, Sunshine	9/2/2014	(1) Small group instructional plans (2) Data comparison from baseline and quarterly Curriculum Guide Assessments.	6/5/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. 50% of our 4th and 5th graders will achieve proficiency or higher on the writing portion in the Language Arts FSA.

G1.B2 Adequate teacher training in new assessment writing

G1.B2.S1 District ELA Specialist and Reading Coach will offer training as needed through observations and teacher request as well as teachers completing focus observations.

PD Opportunity 1

Reading Coach will receive professional development and attend trainings whenever possible to obtain an understanding of the writing portion of the Language Arts portion of the FSA. The information will then be shared to the staff through professional development.

Facilitator

Reading Coach and ELA District Specialist

Participants

All 4th and 5th grade ELA teachers.

Schedule

Monthly, from 9/22/2014 to 6/5/2015

G2. 63% of the students in grades 3-5 will achieve proficiency on the 2015 Spring ELA Florida Standards Assessment.

G2.B1 Students enter school year reading below grade level expectations

G2.B1.S1 All ELA teachers will implement the DCPS Instructional Framework Model (Gradual Release: to include Introduction, I-Do, We-Do, You-Do, Closure) with fidelity.

PD Opportunity 1

School-based coach and teachers will participate and deliver professional development that focuses on the implementation of the Gradual Release Model. School-based coach and teachers will take part in the professional development during the Teacher Academy, Coaches Academy, pre-planning, Common Planning Time with school based coaches and professional readings.

Facilitator

District ELA Director, District ELA Specialists, school-based coach

Participants

School-Based Coach, K-5 ELA Teachers

Schedule

Monthly, from 8/11/2014 to 6/5/2015

G2.B1.S2 All ELA, Math and Science teachers will incorporate an Interactive Journal as part of their instruction.

PD Opportunity 1

School -based coach and teachers will participate in professional development on how to effectively implement the Interactive Journals in ELA, Math and Science with fidelity through, Pre-Planning professional development sessions, Common Planning time with School-Based Coaches, Lesson Studies and Coaches' Academy

Facilitator

School-Based Coaches, District Specialists and District ELA Directors

Participants

School-Based Coaches, All K-5 ELA, Math and Science Teachers

Schedule

Monthly, from 8/11/2014 to 6/5/2015

G2.B1.S3 All ELA teachers will provide differentiated instruction daily for all students.

PD Opportunity 1

Participate in professional development on how to differentiate instruction to meet the needs of all students through Common Planning time sessions with School-Based Coaches, Lesson Studies,professional reading

Facilitator

School-Based Coaches

Participants

All Teachers Grades K-5,

Schedule

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

G2.B1.S4 Students will work with the appropriate level of text complexity based on the Common Core Model of Text Complexity

PD Opportunity 1

Provide professional development on how to select grade - level appropriate, complex texts that provide both support and rigor for students

Facilitator

District Specialists, School-Based ELA Coach

Participants

All K-5 Teachers

Schedule

Semiannually, from 8/11/2014 to 6/5/2015

G2.B1.S5 All teachers will incorporate higher-level thinking and questioning strategies for all students.

PD Opportunity 1

Teachers will increase the level of higher order questioning and thinking skills through the progression of text-dependent questions.

Facilitator

School-Based Coaches, District Specialists and District ELA Directors

Participants

All K-5 teachers, School-Based Coaches

Schedule

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

G2.B3 Teachers are unfamiliar with Common Core Standards and are not providing students with experiences with complex texts, higher level thinking and questioning and the rigor to met the demands of the Florida Standards Assessment

G2.B3.S1 Students will use complex text for instruction. including higher level of questioning and rigor to meet the demands of the Language Arts Florida Standards.

PD Opportunity 1

Teachers and Coaches will participate in trainings that will develop a stronger knowledge on Common Core Standards, text complexity and higher-level thinking and questioning

Facilitator

District Specialist, Literacy Coach

Participants

All K-5 teachers, Resource Teachers, VE Resource Teachers and Paraprofessionals

Schedule

Monthly, from 8/11/2014 to 6/5/2015

G2.B4 Students do not have adequate practice on using textual based support in written answers.

G2.B4.S1 ELA Teachers will participate in Professional Development regarding textual based support of written response to literature.

PD Opportunity 1

School based Literacy Coach will provide Professional Development to support teachers in using textual based written responses.

Facilitator

Kim Randich

Participants

Teachers

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

G3. 68% of students in grades 3-5 will achieve proficiency in Math on the 2015 Florida Standards Assessment.

G3.B1 Students enter current school year lacking an understanding of the foundational mathematical concepts to be successful at grade-level expectations.

G3.B1.S1 All Mathematics teachers will differentiate instruction daily for all students through the implementation of the DCPS Instructional Framework, center rotations, and various resources provided for enrichment, maintenance, and remediation.

PD Opportunity 1

Participate in professional development on how to differentiate instruction to meet the needs of all students during core instruction. Teachers will also participate in professional development on effectively implementing center rotations using a variety of materials to differentiate activities based on student needs.

Facilitator

School-based Mathematics Coach

Participants

K-5 Mathematics Teachers ESE Teachers Math Interventionist

Schedule

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

PD Opportunity 2

Teachers will also participate in professional development on effectively implementing center rotations using a variety of materials to differentiate activities based on student needs.

Facilitator

School-based Mathematics Coach

Participants

K-5 Mathematics Teachers ESE Teachers Math Interventionist

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

G3.B1.S2 Grades K-5 will unpack standards using Item Specifications and create a learning continuum that follows developmental understanding of mathematical concepts.

PD Opportunity 1

Provide professional development on how to scaffold instruction for all students and how to incorporate differentiated centers into the learning environment.

Facilitator

Math Coach District Specialist

Participants

All K-5 teachers ESE Teachers

Schedule

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

G3.B2 Instruction lacks rigor and relevance to grade level benchmarks and content limits.

G3.B2.S1 All Mathematics teachers will implement the DCPS Instructional Framework Model (Gradual Release of Responsibility Model) with fidelity. The Gradual Release of Responsibility Model includes: I Do (Explicit Instruction), We Do (Guided Practice), They Do (Collaborative Practice), You Do (Independent Practice), and Closing.

PD Opportunity 1

Professional Development on implementing the Gradual Release of Responsibility Model as needed.

Facilitator

Instructional Coaches

Participants

K-5 teachers ESE teachers

Schedule

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

G3.B2.S2 Mathematics teachers in grade K-5 will participate in professional development focusing on unpacking the benchmarks and understanding the content limits.

PD Opportunity 1

Participate in PLCs focusing on unpacking the benchmarks, understanding the item specifications, creating assessment questions, and vertical alignment

Facilitator

Math Coach District Math Specialist

Participants

K-5 Mathematics teachers ESE teachers

Schedule

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

G3.B2.S3 Mathematics teachers in grades K-5 will participate in professional development focusing on supporting higher-order thinking and questioning techniques.

PD Opportunity 1

Teachers will increase the level of higher order questioning and thinking skills by asking "Why", "Why Not", and "How" questions. Teachers will incorporate appropriate wait time and provide students with opportunities to respond to daily Essential Questions. Teachers will also learn how to scaffold questions when delivering instruction.

Facilitator

Math Coach District Math Specialist

Participants

All K-5 Mathematics teachers ESE teachers

Schedule

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

G3.B2.S4 Mathematics teachers in grades K-5 will participate in professional development focusing on analyzing student work.

PD Opportunity 1

Teachers will be provided with professional development on the analyzing student work and selecting rigorous tasks aligned to the standards. Students will be provided with various ways to practice new knowledge aligned with Item Specifications.

Facilitator

Math Coach District Specialist

Participants

All K-5 Mathematics teachers ESE teachers

Schedule

Monthly, from 9/2/2014 to 6/5/2015

G3.B3 Teachers need support identifying next steps for students once data has been analyzed.

G3.B3.S1 Professional development will be provided on next steps once student data is collected and analyzed.

PD Opportunity 1

Teachers will be provided with baseline data and it will be analyzed together. Next steps will be selected based on whole-group data and individual data.

Facilitator

Math Coach District Specialist

Participants

All K-5 Math teachers ESE teachers

Schedule

Biweekly, from 9/2/2014 to 6/5/2015

G4. 40% of 5th grade students will have a proficiency score of 3 or higher on the 2015 Science FCAT.

G4.B1 Students lack the background content knowledge.

G4.B1.S1 Science teachers will utilize previous year Item Specifications to ramp students up to 5th grade expectations.

PD Opportunity 1

Science teachers will examine previous grade level Item Specifications to determine content to review with 5th grade students.

Facilitator

Math Coach District Science Specialist

Participants

All K-5 science teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**