

Andrew A. Robinson Elementary School



2014-15 School Improvement Plan

Andrew A. Robinson Elementary School

101 W 12TH ST, Jacksonville, FL 32206

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

83%

Alternative/ESE Center

No

Charter School

No

Minority

97%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

F

F

D

D

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	35
Technical Assistance Items	40
Appendix 3: Budget to Support Goals	41

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Andrew Robinson Elementary our mission is to foster a community working together where learning takes priority and students thrive for high achievement in the STEM model.

Focus: At Andrew Robinson our priority is to develop independent thinkers and learners.

Our School Goals are to:

1. create a safe and civil environment,
2. use data to drive instruction, and
3. actively participate in job-embedded professional development.

Provide the school's vision statement

At Andrew Robinson Elementary our vision is for all children to become lifelong learners, motivated to reach their goals and inspired to fulfill their dreams.

School Environment

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

To learn about our students and their cultures, Andrew Robinson hosts a variety of field trips, monthly family activity nights, and performances. Additionally, we also offer opportunities for students and parents to share their cultures that contribute to positive interactions that are conducive to our school and surrounding community. Andrew Robinson also frequently analyzes behavior survey data to gauge culture in our school. This process lends itself to building relationships with students to ensure that we are educating the whole child. We engage stakeholders in collaborative conversations using the Atlas protocol (created by NSRF) to ensure a deeper understanding of the data. During this process, we identify the facts by asking what does the data say. We seek causation or roots causes by addressing what the data suggest. Finally we determine next steps by identifying our implications for practice. During this phase we clearly define what it looks like, feel like, and sound like in the classroom. Through observation and feedback we monitor the implementation of the next steps.

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

Andrew Robinson utilizes the Safe School Plan to clearly define expectations for civility and order in the building. The primary purpose is to provide a safe and secure environment for stakeholders in the educational setting. The plan is implemented and reviewed frequently by the Foundations Team to refine school-wide rituals and routines to meet the needs of the school. Throughout the year, several drills (fire, code red, weather, evacuation, etc...) are executed to ensure faculty, staff and students know what to do in case of an emergency. See the school's Safety Plan for more information.

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

One of the school's goals is to create a safe and civil learning environment. An integral part of that goal was to create a positive behavior management system that specifically defines expectations for

discipline, classroom management of student behavior, and incentives and awards. At Andrew Robinson we have created and are implementing a school-wide discipline plan with the primary focus to decrease the number of referrals and suspensions throughout the year. Teachers will implement and carry out the plan while administration will monitor and follow-up. Students will participate in monthly school assemblies to review adherence to disciplinary policies and procedures. The school has dedicated time embedded in the master schedules to teach social skills using the Second Step curriculum.

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

Andrew Robinson is a full service school that provides a broad range of services addressing the needs of all students. Social Skill lessons are implemented in the classroom daily. Additionally, students participate in bi-weekly guidance lessons with the sole purpose of building self-esteem, fostering positive attitudes and behaviors, and creating appropriate interactions among peers at school and in the community.

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

At Andrew Robinson, we work as a collaborative team to address concerns that may prevent students from reaching their true potential and experiencing academic success. The early warning indicators that we address, but are not limited to:

1. Truancy - Attendance tracking and contracts for students flagged by truancy. Monthly AIT Meetings (Attendance Intervention Team)
2. Discipline - Disciplinary tracking of referrals, OSS, and ISS. Significant concerns addressed during monthly RtI Problem-Solving Team meetings.
3. Promotion/Retention Course Failure in Language/Math - Quarterly retention/prevention meetings and significant concerns addressed during monthly RtI Problem-Solving Team meetings.
4. FCAT Data - Quarterly data chats, data trackers implemented to monitor the progress of the students, small group for BQ students using full and part-time interventionist

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	6	4	5	4	4	36
One or more suspensions	22	70	50	144	114	87	487
Course failure in ELA or Math	11	6	4	1	2	0	24
Level 1 on statewide assessment	0	0	0	18	65	28	111
	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	25	50	29	103	75	53	335

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

Intervention strategies employed by the school to improve academic performance include:

1. Response To Intervention (RTI),
2. Attendance Intervention Team (AIT),
3. Behavior Interventionist Support
4. Multi-disciplinary Referral Team (MRT) recommendations for psycho-educational evaluations
5. Reading Extended Hour
6. Full-Service School Support
7. Full and Part-time Interventionist Support in Reading and Math
8. Push-In Support (Twice a week from the Resource Teachers and Administration)

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/181514>.

Description

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

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

Andrew Robinson host a variety events throughout the year to build positive relationships with families and the community. Ready to Learn is one of the monthly parent workshops co-hosted with PBS to help increase literacy skills in young learners. The school participates in the Million Father March to provide opportunities for fathers or important male figures to bond with their children on the first day and sign them up to participate in future volunteer experiences throughout the year. Quarterly student achievement assemblies and monthly student of the month celebrations provides opportunities for families to participate in recognizing student success. Additionally, the school's Real Men Wear P.I.N.K. (Participating in Nurturing Knowledge) is a mentoring program for male students who have absent fathers at home.

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
Fann, Latrese	Principal
Foxworth, Raquel	Assistant Principal
Baker-Allen, Alicia	Instructional Coach
McDaniel, Gabriel	Guidance Counselor
Gibson, Nicola	Other
Cummings, Tyra	Assistant Principal
Stanley, Kim	Instructional Coach

Duties

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

The members of the the leadership team is responsible for carrying out the mission and vision of the school. The team meets weekly to review student achievement data, curriculum map, analyze student work, align instructional resources and standards, conduct observations and provide feedback. The school-based leadership team helps in the development of the strategies used to help minimize the barriers stated in the SIP for each subject area. The leadership team works collaboratively in progress monitoring student performance and determining next steps in advancing academic achievement. Additionally, the team uses data to determine topics for professional growth and facilitate the trainings.

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

Leadership in collaboration with school committees work to meet the needs of the students and increase academic success. Each committee has a specific purpose and meets monthly with teachers from each grade level and an administrator.

1. Leadership Team - Administrators, Coaches, Guidance, Interventionist
2. Rtl Problem-Solving Team - Guidance, Teachers, VE Teachers, Administrator, Interventionist - It meets minimum once per month to discuss the implementation of the Rtl process at the school. The team analyzes the scheduling, materials, and progress monitoring process of Rtl for the school. The team develops and revises the school Rtl handbook for teachers to use to better understand the various tiers of instruction as well as the appropriate way to collect data and monitor the progress of the students. The Rtl problem solving team to provide professional development for teachers regarding the fidelity of the implantation of Rtl. Progress monitoring forms and frequency charts are developed through the MTSS leadership team as well as Rtl implementation plans.
3. Foundations Team - Administrators, Coaches, Guidance, Interventionist, Teachers - Review and Revise the Safe Schools Plan and the School-wide Discipline Plan
4. Shared Decision Making Team - Administrators, Coaches, Guidance, Interventionist, Teachers, DTU Rep. - Provide input for budget and help make school-based decisions according to the contract
5. School Spirit Team - Administrators, Coaches, Guidance, Interventionist, Teachers - Create a Positive school environment among faculty & staff
6. STEAM Team - Administrators, Coaches, Guidance, Interventionist, Teachers - implementation of

the magnet program and the integration of technology

1. Title I, Part A - Funds used to provide field experiences for students in the areas of Math, Science, Engineering, Technology, and the Arts, upgrades in technology, and professional development for teachers
2. SAI - Services provided to ensure students requiring additional remediation receive additional instructional support during the school day by part-time tutors.
3. Nutrition Programs - The school participates in the CEO universal meal program which provides free breakfast and lunch to all students who attend the school.
4. Violence Prevention Programs - The Second Step Bully Prevention program is the required character education program implemented in the district. Social skills training is provided to those who struggle with appropriately interacting with others.
5. Title X Homeless - Homeless students living in our attendance area qualify for Title I services offered at the school. Services include the meals program and the opportunity to enroll in the Team Up afterschool program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Latrese Fann	Principal
Geneatta White	Parent
Annette Ayars	Business/Community
Raquel Foxworth	Education Support Employee
Gail Thompson	Business/Community
Kendra Hannah	Parent
Conchita Robinson	Business/Community
Jay Higbee	Business/Community
	Student

Duties

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

Evaluation of last year's school improvement plan

SAC played an integral part in providing input during the review of the school improvement plan. The draft of the plan was presented in the form of a short sheet created by administration. Based on recommendations from the committee revisions were made and the plan was approved. Approval is documented in the minutes from the meeting.

Development of this school improvement plan

This year the SIP short sheet was presented at the first SAC meeting of the year. During the review questions and concerns about the steady decline in scores over four consecutive years was addressed. The committee reviewed elements of the plan and provided feedback about things to include that would eliminate ineffective past practices. Committee members expressed concerns about teacher attrition and student behavior which greatly impacted student performance. The QEA initiative was discussed to address concerns about teacher turnover.

Preparation of the school's annual budget and plan

Input and approval of the 2014-2015 school budget occurred in the spring. The floor was open for suggestions or questions concerning expenditures budget. The committee was in agreement for the purchase of interventionist to support student achievement. The budget was approved by the committee.

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

\$500 - will pay for student incentives and awards.

\$500 - will pay for the end of the year reading celebration.

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

Andrew Robinson is in compliance.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Baker-Allen, Alicia	Instructional Coach
Gibson, Nicola	Other
Foxworth, Raquel	Assistant Principal
Cummings, Tyra	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The HLC (Heart of Literacy Cycle).

Developing model/demonstration classrooms

Leading and supporting PLCs and Study Groups

Create and sharing school-wide initiatives and activities such as ready to learn, million words reading campaign, family literacy nights, end of the year reading celebration, district pep rally for reading

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

1. Biweekly PLCs (professional learning communities)
2. Weekly Common Grade Level Planning
3. Establish community agreements to establish expectations for professional behaviors
4. Use of collaborative strategies during PLCs and professional learning opportunities.
5. ERD Team Building Engineering Challenges (support the magnet team)
6. Monthly Birthday Breakfast
7. Faculty & Staff Holiday Celebrations
8. Spirit Buddies

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

Provide professional development opportunities for teachers based on district teacher evaluation results. Look for trends in needs for improvement and offer sessions to help teachers develop skills necessary to become highly effective.

Utilize school-based and district instructional coaches to support teachers weekly during the collaborative planning periods to improve teaching practices in the classroom that increase student achievement.

Provide opportunities for teachers to participate in school-based decision making through collaborative teams designed to create a collaborative work environment.

Provide teacher bonuses through the QEA initiative for those who meet or exceed student growth goals

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

The mentoring program at Andrew Robinson provides a system of support for novice teachers. Each of the mentor teachers are CET trained and highly qualified. Mentors have been paired with teachers in like content areas (Ex. ESE Site Coach is partnered with the EBD teacher). Mentors assist with lesson planning, observing and modeling demonstration lessons, assisting with record keeping and effectively communicating with parents. Additionally, mentor teachers are excellent in the areas of classroom management and are school leaders (grade level chairs, in leadership programs, committee chairpersons). Monthly novice teachers meet as a learning community to address areas in need of assistance.

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

Core instructional programs are aligned with the state standards and mapped in the district's curriculum guides. During collaborative planning sessions teachers use the item specifications to unpack the standards and develop a deeper understanding of the content. Teachers then align instructional resources to design lessons and create performance tasks that meet the level of rigor in the standards. As a professional learning community we frequently conduct classroom walk-throughs and observations based on the pillars of instruction. We analyze student work and assessment data to make instructional decisions and determine flexible groupings to meet the needs of the students.

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

Differentiation occurs in a variety of ways. Analysis of student performance data determines student groupings based on need. Groupings include, but are not limited to, ability, bottom quartile, bubble, and enrichment. Research-based grade level specific materials are used to scaffold support for the level of learners in the groups. Work samples and data are progress monitored to ensure increases in student performance.

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: 9,900

Andrew Robinson is designated as Lowest 300 elementary school. Students receive extra support in reading for an hour at the end of each day. Teachers provide rigorous instruction and extend learning opportunities to increase and improve student achievement in reading utilizing various research-based instructional materials (Comprehension Toolkit, FCRR activities, SRA Corrective Reading, SRA Decoding, Fountas and Pinnell Phonics, Write to Learn, and Achieve 3000).

Strategy Rationale

The purpose is to increase reading proficiency by providing Tier 2 support for students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Fann, Latrese, fannl@duvalschools.org

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

Data is collected and analyzed through formal and informal assessments. District CGA results help teachers plan next steps for instruction. Class data trackers are used to monitor the progress of all students. Quartely data chats occur with administration to ensure student growth and performance.

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

The Pre-K program at Andrew Robinson consists of neighborhood children. In preparation for kindergarten, the Pre-K program is designed to ensure students meet or exceed VPK state standards. Prek has curriculum guides or maps that address reading, writing, and math standards. The program integrates social studies and science throughout the curriculum. In addition, Pre-K teachers follow school expectations for discipline as outlined in the school-wide plan. Implementation of the CHAMPs rituals and routines are an integral part of the PreK program. There is also a VPK Parent Open House held where families are invited to see learning during the school day and learn more about the program before enrollment.

Transition to Kindergarten bags are provided to each family to ensure families have reading, math, and writing materials to work with students during the summer to prevent summer loss.

Within the first 45 days of enrollment, kindergarten students are given FLKRS for kindergarten readiness. These results are used to group students for differentiation using strategies for immediate intensive intervention.

Annually the Fifth grade students are invited to participate in the "Transition to Middle School Day" at Matthew Gilbert Middle School. Students are given the opportunity to experience the middle school environment by shadowing students and partaking in various extra curricular activities that will be offered to them. (ie. Sports, Physical Education, After School Clubs, Student Government, etc.)

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** At Andrew Robinson we will provide data driven Instruction to increase student performance in the core content areas.
- G2.** At Andrew Robinson Elementary we will improve teacher practice through the active participation in job embedded professional development.

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. At Andrew Robinson we will provide data driven Instruction to increase student performance in the core content areas. **1a**

 G039674

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	70.0
FSA - English Language Arts - Proficiency Rate	50.0
ELA/Reading Lowest 25% Gains	80.0
FSA - Mathematics - Proficiency Rate	55.0
Math Gains	70.0
Math Lowest 25% Gains	80.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal **2**

- 1. District specialists 2. School Based Coaches 3. District Curriculum guides 4. Research Based Supplemental Materials (Barton Spelling, LLI) 5. Technology (Achieve 3000, Write to Learn, iReady, Gizmos 6. Parent Workshops 7. Continuous Learning Cycles (CLC) 8. Common Planning and Collaboration 9. Professional Development 10. Extended School Day Remediation/ Ramp-up 11. Resource Teachers and Administration - Push-In support 12. Interventionist

Targeted Barriers to Achieving the Goal **3**

- Students performing significantly below grade level across all content areas.

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

Monthly data reviews and informal and formal observations.

Person Responsible

Latrese Fann


Schedule

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

Evidence of Completion

Results from Standardized Testing and Data Notebooks

G2. At Andrew Robinson Elementary we will improve teacher practice through the active participation in job embedded professional development. 1a

 G039675

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	98.0

Resources Available to Support the Goal 2

- 1. District Specialist 2. School-based Coaches 3. Professional Books (Book Studies) 4. Common Planning Time 5. ERD and WOW Wednesdays

Targeted Barriers to Achieving the Goal 3

- Lack of pedagogy and content knowledge.

Plan to Monitor Progress Toward G2. 8

Observation and feedback will determine progress towards the goal and annual targets.

Person Responsible

Latrese Fann

Schedule

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

Evidence of Completion

CAST Observation Calendar and Next Step Feedback

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. At Andrew Robinson we will provide data driven Instruction to increase student performance in the core content areas. **1**

 **G039674**

G1.B1 Students performing significantly below grade level across all content areas. **2**

 **B095882**

G1.B1.S1 All teachers will implement the DCPS Explicit Instructional Gradual Release Framework Model (Introduction, I-Do, We-Do, They Do, You-Do, Closure) with fidelity. **4**

 **S107061**

Strategy Rationale

This is an approach to move classroom instruction from teacher centered and whole group delivery to student centered, collaboration and independent practice.

Action Step 1 **5**

Teachers will participate in professional development on Gradual Release Framework model in the coaching cycle.

Person Responsible

Alicia Baker-Allen

Schedule

Monthly, from 9/10/2014 to 5/27/2015

Evidence of Completion

Evidence of completion would be through documentation in and use of Professional Learning Binders.

Action Step 2 5

Teachers will collaborate during common planning sessions to prepare rigorous instruction using the Gradual Release Framework for instruction.

Person Responsible

Raquel Foxworth

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

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

Action Step 3 5

Teachers will implement and deliver instruction using the Gradual Release framework.

Person Responsible

Latrese Fann

Schedule

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

Evidence of Completion

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

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

Evidence of professional development opportunities to understand how to effectively implement the DCPS Instructional Framework Model and implement the DCPS Instructional Framework Model in each classroom with fidelity.

Person Responsible

Raquel Foxworth

Schedule

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

Evidence of Completion

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

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

- *Lesson Plans (to include DCPS Instructional Framework Model)
- *Classroom Walk-Throughs
- *Formal/Informal Observations
- *Quarterly Data Chats
- *Common Planning Time Meeting Minutes
- *DCPS Coaching Cycle Feedback Forms

Person Responsible

Latrese Fann

Schedule

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

Evidence of Completion

*Curriculum Guide Assessments *DAR *Florida State Assessment *Achieve 3000 *I-Ready

G1.B1.S2 All teachers will participate in collaborative/common planning and professional learning opportunities to access, analyze, interpret, and use data appropriately to guide core and small group instruction. 4

 S107062

Strategy Rationale

To fully immerse teachers in the process of utilizing the data to make instructional decision and plan effectively to meet the needs of the students.

Action Step 1 5

Teachers will participate in professional development to determine how to analyze student performance data to plan for instruction.

Person Responsible

Alicia Baker-Allen

Schedule

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

Evidence of Completion

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

Action Step 2 5

Teachers will analyze, and disaggregate data collaboratively in collegiate conversation during professional development to determine next steps in planning student instruction.

Person Responsible

Tyra Cummings

Schedule

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

Evidence of Completion

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

Action Step 3 5

Teachers will plan and implement lessons based on student data.

Person Responsible

Latrese Fann

Schedule

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

Evidence of Completion

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

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

Evidence of effective use of data notebook to monitor differentiation of instructional needs.

Person Responsible

Latrese Fann

Schedule

On 6/5/2015

Evidence of Completion

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

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

Lesson Plans (to include DCPS Instructional Framework Model)
Classroom Walk-Throughs
Formal/Informal Observations
Quarterly Data Chats
Common Planning Time Meeting Minutes
DCPS Coaching Cycle Feedback Forms

Person Responsible

Latrese Fann


Schedule

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

Evidence of Completion

Curriculum Guide Assessments DAR Florida State Assessment

G1.B1.S3 All teachers will effectively use appropriate grade level materials to support higher-level thinking and increase level of rigor in the classroom. and engage all students. 4

 S107063

Strategy Rationale

In an effort to develop independent thinkers and learners, we will increase student proficiency in all content areas with an emphasis on rigor.

Action Step 1 5

Teachers will carefully plan and design a variety of lessons utilizing grade specific materials that are rigorous and meet the expectations of the standards.

Person Responsible

Kim Stanley

Schedule

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

Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes

Action Step 2 5

Teachers will implement a variety of lessons utilizing rigorous tasks and assessments the meet the expectations of the standards.

Person Responsible

Latrese Fann

Schedule

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

Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes

Action Step 3 5

Teachers will implement and deliver instruction using the Gradual Release framework.

Person Responsible**Schedule*****Evidence of Completion***

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

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

Classroom observations and frequent analysis of students will determine the fidelity of implementation of rigorous tasks and assessments.

Person Responsible

Latrese Fann

Schedule

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

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/
Performance Tasks Anecdotal Notes Data Notebooks CAST Observations

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

Observations and student performance data will determine the effectiveness of the program.

Person Responsible

Latrese Fann


Schedule

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

Evidence of Completion

Student Performance Data Student Work CAST Observations and Ratings

G1.B1.S4 All teachers will use data and samples of student work to differentiate instruction daily for all students through the implementation of the DCPS Instructional Framework, center rotations, etc. 4

 S107064

Strategy Rationale

To ensure that all students receive the appropriate instruction that addresses their various learning styles, interests and abilities.

Action Step 1 5

Teachers will receive professional development to disaggregate data in Performance Matters from the FCAT, CGAs, DAR, Acheive 3000, Write to Learn and i-Ready.

Person Responsible

Kim Stanley

Schedule

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

Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes PD Agendas and Sign-In Sheets

Action Step 2 5

Teachers will develop differentiated lessons and center activities based on formal and informal data to meet the needs of all students using the DCPS instructional framework.

Person Responsible

Alicia Baker-Allen

Schedule

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

Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes

Action Step 3 5

Teachers will effectively implement differentiated lessons and centers that scaffold support to meet the needs of all students using the DCPS instructional framework.

Person Responsible

Latrese Fann

Schedule

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

Evidence of Completion

Lesson Plans Student Work Samples/Performance Tasks Anecdotal notes CAST Observations

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Classroom observations, focus walks, instructional rounds, and data chats are systems used to monitor the implementation of school initiatives. Student performance will determine the effectiveness of the program

Person Responsible

Latrese Fann

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

- *Lesson Plans (to include DCPS Instructional Framework Model)
- *Classroom Walk-Throughs
- *Formal/Informal Observations
- *Quarterly Data Chats
- *Common Planning Time Meeting Minutes
- *DCPS Coaching Cycle Feedback Forms

Person Responsible

Latrese Fann

Schedule

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

Evidence of Completion

Curriculum Guide Assessments DAR 2014 FCAT 2.0


G2. At Andrew Robinson Elementary we will improve teacher practice through the active participation in job embedded professional development. 1

 G039675

G2.B1 Lack of pedagogy and content knowledge. 2

 B095885

G2.B1.S1 Teachers will participate in coaching cycles to gain a deeper understanding of the instructional framework and best practices in effective teaching 4

 S107070

Strategy Rationale

Model and create a structure in the classroom that focuses on the instructional delivery of the lesson.

Action Step 1 5

Teachers will receive substitutes for coverage in the classroom to actively participate in the coaching cycle.

Person Responsible

Latrese Fann

Schedule

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

Evidence of Completion

Substitute Log

Action Step 2 5

Coaches will plan collaboratively with district specialist to generate a timeline for the implementation of the cycle.

Person Responsible

Alicia Baker-Allen

Schedule

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

Evidence of Completion

Coaching Cycle Plan and Calendar

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

Teacher reflections, agendas, sign-in sheets, weekly updates in leadership team meetings will be used to monitor the fidelity of implementation.

Person Responsible

Latrese Fann

Schedule

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

Evidence of Completion

PD calendar, feedback forms for observation, teacher reflections, agendas, and sign-in sheets

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

CAST observations and informal observations will be used improvements in teacher practice

Person Responsible

Latrese Fann


Schedule

On 6/5/2015

Evidence of Completion

CAST Observation and Rubrics

G2.B1.S2 Teachers will participate in professional learning opportunities that deepen content knowledge. **4**

 S107071

Strategy Rationale

Gain vital information for aligning resources and materials to plan lessons that meet the level of rigor of the standards.

Action Step 1 **5**

Teachers will actively participate in professional book studies during Early Release Days to stay current with researched-based practices used in the classroom to increase academic performance in the classroom.

Person Responsible

Alicia Baker-Allen

Schedule

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

Evidence of Completion

Agendas Sign-in Sheets Teacher Reflections Classroom Observation Feedback

Action Step 2 **5**

Teachers will actively participate in WOW Wednesday as a collaborative team to plan explicit lesson and create performance task and assessments using the Understanding by Design process.

Person Responsible

Kim Stanley

Schedule

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

Evidence of Completion

Agendas Sign-in Sheets Teacher Reflections Classroom Observation Feedback Lesson Plans

Action Step 3 5

Teachers will actively participate in differentiated learning opportunities based on survey results to meet their individual needs as professionals.

Person Responsible

Latrese Fann

Schedule

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

Evidence of Completion

Agendas Sign-in Sheets Teacher Reflections Survey Results IPDPs

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

Documentation from professional development will be used to monitor implementation with fidelity.

Person Responsible

Latrese Fann

Schedule

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

Evidence of Completion

Master Plan Points, Reflections, Leadership Team Agendas and Minutes

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

Formal teacher evaluations will be used to determine the effectiveness of professional development.

Person Responsible

Latrese Fann

Schedule

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

Evidence of Completion

CAST Observation Next Steps and Ratings

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will participate in professional development on Gradual Release Framework model in the coaching cycle.	Baker-Allen, Alicia	9/10/2014	Evidence of completion would be through documentation in and use of Professional Learning Binders.	5/27/2015 monthly
G1.B1.S2.A1	Teachers will participate in professional development to determine how to analyze student performance data to plan for instruction.	Baker-Allen, Alicia	8/25/2014	Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes	6/5/2015 weekly
G1.B1.S3.A1	Teachers will carefully plan and design a variety of lessons utilizing grade specific materials that are rigorous and meet the expectations of the standards.	Stanley, Kim	8/18/2014	Lesson Plans Student Work Samples/ Performance Tasks Anecdotal notes	6/5/2015 weekly
G1.B1.S4.A1	Teachers will receive professional development to disaggregate data in Performance Matters from the FCAT, CGAs, DAR, Acheive 3000, Write to Learn and i-Ready.	Stanley, Kim	8/18/2014	Lesson Plans Student Work Samples/ Performance Tasks Anecdotal notes PD Agendas and Sign-In Sheets	6/5/2015 monthly
G2.B1.S1.A1	Teachers will receive substitutes for coverage in the classroom to actively participate in the coaching cycle.	Fann, Latrese	8/18/2014	Substitute Log	6/5/2015 weekly
G2.B1.S2.A1	Teachers will actively participate in professional book studies during Early Release Days to stay current with researched-based practices used in the classroom to increase academic performance in the classroom.	Baker-Allen, Alicia	8/25/2014	Agendas Sign-in Sheets Teacher Reflections Classroom Observation Feedback	6/5/2015 monthly
G1.B1.S1.A2	Teachers will collaborate during common planning sessions to prepare rigorous instruction using the Gradual Release Framework for instruction.	Foxworth, Raquel	9/1/2014	Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes	5/29/2015 weekly
G1.B1.S2.A2	Teachers will analyze, and disaggregate data collaboratively in collegiate conversation during professional development to determine next steps in planning student instruction.	Cummings, Tyra	8/18/2014	Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks	6/5/2015 biweekly
G1.B1.S3.A2	Teachers will implement a variety of lessons utilizing rigorous tasks and assessments the meet the expectations of the standards.	Fann, Latrese	8/18/2014	Lesson Plans Student Work Samples/ Performance Tasks Anecdotal notes	6/5/2015 daily
G1.B1.S4.A2	Teachers will develop differentiated lessons and center activities based on formal and informal data to meet the needs of all students using the DCPS instructional framework.	Baker-Allen, Alicia	8/18/2014	Lesson Plans Student Work Samples/ Performance Tasks Anecdotal notes	6/5/2015 weekly
G2.B1.S1.A2	Coaches will plan collaboratively with district specialist to generate a timeline for the implementation of the cycle.	Baker-Allen, Alicia	10/1/2014	Coaching Cycle Plan and Calendar	6/5/2015 monthly
G2.B1.S2.A2	Teachers will actively participate in WOW Wednesday as a collaborative team to plan explicit lesson and create performance task and assessments using the Understanding by Design process.	Stanley, Kim	8/25/2014	Agendas Sign-in Sheets Teacher Reflections Classroom Observation Feedback Lesson Plans	6/5/2015 quarterly
G1.B1.S1.A3	Teachers will implement and deliver instruction using the Gradual Release framework.	Fann, Latrese	8/18/2014	Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes CAST Observations	6/5/2015 daily
G1.B1.S2.A3	Teachers will plan and implement lessons based on student data.	Fann, Latrese	8/25/2014	Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes CAST Observations	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
G1.B1.S3.A3	Teachers will implement and deliver instruction using the Gradual Release framework.		Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/ Performance Tasks Anecdotal Notes	one-time	
G1.B1.S4.A3	Teachers will effectively implement differentiated lessons and centers that scaffold support to meet the needs of all students using the DCPS instructional framework.	Fann, Latrese	8/18/2014	Lesson Plans Student Work Samples/ Performance Tasks Anecdotal notes CAST Observations	6/5/2015 weekly
G2.B1.S2.A3	Teachers will actively participate in differentiated learning opportunities based on survey results to meet their individual needs as professionals.	Fann, Latrese	8/18/2014	Agendas Sign-in Sheets Teacher Reflections Survey Results IPDPs	6/5/2015 weekly
G1.MA1	Monthly data reviews and informal and formal observations.	Fann, Latrese	8/25/2014	Results from Standardized Testing and Data Notebooks	6/5/2015 monthly
G1.B1.S1.MA1	*Lesson Plans (to include DCPS Instructional Framework Model) *Classroom Walk-Throughs *Formal/ Informal Observations *Quarterly Data Chats *Common Planning Time Meeting Minutes *DCPS Coaching Cycle Feedback Forms	Fann, Latrese	8/18/2014	*Curriculum Guide Assessments *DAR *Florida State Assessment *Achieve 3000 *I-Ready	6/5/2015 quarterly
G1.B1.S1.MA1	Evidence of professional development opportunities to understand how to effectively implement the DCPS Instructional Framework Model and implement the DCPS Instructional Framework Model in each classroom with fidelity.	Foxworth, Raquel	8/18/2014	Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes Data Notebooks	6/5/2015 weekly
G1.B1.S2.MA1	Lesson Plans (to include DCPS Instructional Framework Model) Classroom Walk-Throughs Formal/ Informal Observations Quarterly Data Chats Common Planning Time Meeting Minutes DCPS Coaching Cycle Feedback Forms	Fann, Latrese	8/18/2014	Curriculum Guide Assessments DAR Florida State Assessment	6/5/2015 weekly
G1.B1.S2.MA1	Evidence of effective use of data notebook to monitor differentiation of instructional needs.	Fann, Latrese	8/18/2014	Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes Data Notebooks	6/5/2015 one-time
G1.B1.S3.MA1	Observations and student performance data will determine the effectiveness of the program.	Fann, Latrese	8/18/2014	Student Performance Data Student Work CAST Observations and Ratings	6/5/2015 monthly
G1.B1.S3.MA1	Classroom observations and frequent analysis of students will determine the fidelity of implementation of rigorous tasks and assessments.	Fann, Latrese	8/18/2014	Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes Data Notebooks CAST Observations	6/5/2015 weekly
G1.B1.S4.MA1	*Lesson Plans (to include DCPS Instructional Framework Model) *Classroom Walk-Throughs *Formal/ Informal Observations *Quarterly Data Chats *Common Planning Time Meeting	Fann, Latrese	8/18/2014	Curriculum Guide Assessments DAR 2014 FCAT 2.0	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
	Minutes *DCPS Coaching Cycle Feedback Forms				
G1.B1.S4.MA1	Classroom observations, focus walks, instructional rounds, and data chats are systems used to monitor the implementation of school initiatives. Student performance will determine the effectiveness of the program	Fann, Latrese	8/18/2014	*Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes *Data Notebooks CAST Observations	6/5/2015 monthly
G2.MA1	Observation and feedback will determine progress towards the goal and annual targets.	Fann, Latrese	9/1/2014	CAST Observation Calendar and Next Step Feedback	6/5/2015 quarterly
G2.B1.S1.MA1	CAST observations and informal observations will be used improvements in teacher practice	Fann, Latrese	8/18/2014	CAST Observation and Rubrics	6/5/2015 one-time
G2.B1.S1.MA1	Teacher reflections, agendas, sign-in sheets, weekly updates in leadership team meetings will be used to monitor the fidelity of implementation.	Fann, Latrese	8/18/2014	PD calendar, feedback forms for observation, teacher reflections, agendas, and sign-in sheets	6/5/2015 quarterly
G2.B1.S2.MA1	Formal teacher evaluations will be used to determine the effectiveness of professional development.	Fann, Latrese	8/18/2014	CAST Observation Next Steps and Ratings	6/5/2015 monthly
G2.B1.S2.MA1	Documentation from professional development will be used to monitor implementation with fidelity.	Fann, Latrese	8/18/2014	Master Plan Points, Reflections, Leadership Team Agendas and Minutes	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. At Andrew Robinson we will provide data driven Instruction to increase student performance in the core content areas.

G1.B1 Students performing significantly below grade level across all content areas.

G1.B1.S1 All teachers will implement the DCPS Explicit Instructional Gradual Release Framework Model (Introduction, I-Do, We-Do, They Do, You-Do, Closure) with fidelity.

PD Opportunity 1

Teachers will participate in professional development on Gradual Release Framework model in the coaching cycle.

Facilitator

Administration, Instructional Coaches, District Specialist

Participants

Teachers

Schedule

Monthly, from 9/10/2014 to 5/27/2015

PD Opportunity 2

Teachers will collaborate during common planning sessions to prepare rigorous instruction using the Gradual Release Framework for instruction.

Facilitator

Administration Kim Stanley Alicia Baker-Allen

Participants

Schedule

Weekly, from 9/1/2014 to 5/29/2015

G1.B1.S2 All teachers will participate in collaborative/common planning and professional learning opportunities to access, analyze, interpret, and use data appropriately to guide core and small group instruction.

PD Opportunity 1

Teachers will participate in professional development to determine how to analyze student performance data to plan for instruction.

Facilitator

Administration, Instructional Coaches, District Specialist.

Participants

Teachers

Schedule

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

G1.B1.S3 All teachers will effectively use appropriate grade level materials to support higher-level thinking and increase level of rigor in the classroom. and engage all students.

PD Opportunity 1

Teachers will implement and deliver instruction using the Gradual Release framework.

Facilitator

Administration, Instructional Coaches, District Specialist.

Participants

Teachers

Schedule

G1.B1.S4 All teachers will use data and samples of student work to differentiate instruction daily for all students through the implementation of the DCPS Instructional Framework, center rotations, etc.

PD Opportunity 1

Teachers will receive professional development to disaggregate data in Performance Matters from the FCAT, CGAs, DAR, Acheive 3000, Write to Learn and i-Ready.

Facilitator

Administration, Instructional Coaches, District Specialist.

Participants

Teachers

Schedule

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

PD Opportunity 2

Teachers will develop differentiated lessons and center activities based on formal and informal data to meet the needs of all students using the DCPS instructional framework.

Facilitator

Administration, Instructional Coaches, District Specialist.

Participants

Teachers

Schedule

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

G2. At Andrew Robinson Elementary we will improve teacher practice through the active participation in job embedded professional development.

G2.B1 Lack of pedagogy and content knowledge.

G2.B1.S1 Teachers will participate in coaching cycles to gain a deeper understanding of the instructional framework and best practices in effective teaching

PD Opportunity 1

Teachers will receive substitutes for coverage in the classroom to actively participate in the coaching cycle.

Facilitator

Kim Stanley Alicia Baker-Allen

Participants

Teachers

Schedule

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

G2.B1.S2 Teachers will participate in professional learning opportunities that deepen content knowledge.

PD Opportunity 1

Teachers will actively participate in professional book studies during Early Release Days to stay current with researched-based practices used in the classroom to increase academic performance in the classroom.

Facilitator

Latrese Fann Erica Little-Bartley Raquel Foxworth Alicia Baker-Allen Kim Stanley

Participants

Teachers, Coaches, and Administrators

Schedule

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

PD Opportunity 2

Teachers will actively participate in WOW Wednesday as a collaborative team to plan explicit lesson and create performance task and assessments using the Understanding by Design process.

Facilitator

Kim Stanley Alicia Baker-Allen

Participants

Coaches, Teachers, and Administrators

Schedule

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

PD Opportunity 3

Teachers will actively participate in differentiated learning opportunities based on survey results to meet their individual needs as professionals.

Facilitator

District Facilitators

Participants

Coaches, teachers

Schedule

Weekly, 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
Goal 1: At Andrew Robinson we will provide data driven Instruction to increase student performance in the core content areas.	3,010
Goal 2: At Andrew Robinson Elementary we will improve teacher practice through the active participation in job embedded professional development.	2,300
Grand Total	5,310

Goal 1: At Andrew Robinson we will provide data driven Instruction to increase student performance in the core content areas.

Description	Source	Total
B1.S2.A1 - Professional Books Notice & Notes Student Centered Activities Close Reading Informational Text	Title I Part A	2,300
B1.S2.A2 - Supplemental Math Materials GO Math	General Fund	710
Total Goal 1		3,010

Goal 2: At Andrew Robinson Elementary we will improve teacher practice through the active participation in job embedded professional development.

Description	Source	Total
B1.S1.A1 - Professional Develop - Substitutes	Title I Part A	2,300
Total Goal 2		2,300