

Richard L. Brown Elementary School



2014-15 School Improvement Plan

Richard L. Brown Elementary School

1535 MILNOR ST, Jacksonville, FL 32206

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
78%

Alternative/ESE Center
No

Charter School
No

Minority
95%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Richard L. Brown Elementary is committed to creating a community of lifelong learners and socially responsible global citizens by developing our hearts and minds.

Provide the school's vision statement

Our goal is to create an excellent academic program in a safe and caring environment for all stakeholders of Richard L. Brown Elementary school.

School Environment

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

The process in which R. L. Brown learns about students' cultures through student surveys and informal conversations with students and parents. Using this information, teachers connect their instruction with students prior knowledge and backgrounds to help the students connect with the content on a individual level. Home Language Surveys are sent out at the beginning of the year to identify which students are English Speakers of Other Languages. Community events and Parental Involvement events are held monthly at the school to bring the community into the school and make a connection with each family. R. L. Brown also has a partnership with First Baptist Church of Jacksonville, which is located in the R. L. Brown community.

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

Richard L. Brown Elementary has a Foundations Team in place to analyze observation data from common areas around the school. The purpose of this is to revise school procedures for arrival/dismissal, cafeteria, hallways, bathrooms, and the playground. Behavior expectations are consistent across classrooms and are set through a school-wide behavior plan. This behavior plan incorporates positive behavior management and strategies for working with different types of behavior. Teachers, staff and administrators are expected to treat all student with respect and speak in a tone that is appropriate. All students know if they have an issue, they can come to any adult in the school to communicate their concerns and it will be taken seriously. R. L. Brown also utilizes CHAMPS behavior management system for rituals and routines in the classroom and around the school. We are also an International Baccalaureate World School that promotes development of the whole child. Within this program, we utilize the IB learner profiles and attitudes to foster character education within the school and classroom setting. Second Step Violence Prevention curriculum is taught in every grade-level to teach students social and emotional coping strategies.

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

R. L. Brown has a school-wide behavior system which common areas, behavior standards and expectations are outlined in detail in the Behavior Expectation Handbook. Within this handbook are not only expectations for behavior, but also strategies for teachers along with lesson plans for

common areas around the school. When a discipline issue arises, teachers are expected to employ intervention strategies to minimize the behavior and encourage students to reflect on their actions. In the event an extreme behavior warrants a referral, the Assistant Principal follows the Duval County Student Code of Conduct to assign the appropriate consequence based on the level of the violation and the occurrence of the violation. The behavior handbook and the DCPS student code of conduct was reviewed with teachers at the start of the year, and ongoing monitoring of expectations is occurring by administration. The school's Foundation Team meets monthly to review and revise school procedures and expectations based on data and observations. These revisions are shared with the faculty and staff to ensure consistency with procedures and aligned expectations.

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 social and emotional needs of students at R. L. Brown are met through a variety of programs and personnel. The Second Step Violence Prevention curriculum is integrated into instruction on a daily basis. This curriculum is intended to develop social and emotional coping strategies within students, and encourage positive interactions among students. R. L. Brown is also an International Baccalaureate school in which the IB learner profiles and attitudes are a school-wide expectation. These profiles and attitudes are intended to develop the whole-child. All students have access to the school counselor for emotional support. We also have a partnership with Matthew Gilbert Middle school's Mu Phi Gamma fraternity. These young men come over once a week to mentor select 5th grade boys.

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

- * Students' attendance is monitored by the classroom teacher and the school's CRT operator. Once there are 3 unexcused absences, the classroom teacher will call the child's parent/guardian to inquire about the absence. A student with 5 unexcused absences within a calendar month or 10 unexcused absences within a 90-calendar day period shall be referred to the Attendance Intervention Team. A referral will be made to the Truancy Officer if the attendance problem is not resolved.
- * Each student identified with one or more suspensions are paired with a mentor within the school to check-in on a regular basis. We also partner with the Mu Phi Gamma fraternity at Matthew Gilbert Middle School. These mentor students come over once a week to mentor select 5th grade boys. Positive Behavior strategies are integrated into classroom management plans to support positive behaviors daily. School-wide behavior rewards are in place through the following: Student of the Month, Att-A-Kids, participation in news crew and patrols, positive phone calls, and end of year behavior reward.
- * Academic Safety Nets include RTI, and RTI committee, small-group differentiated instruction, extended hour with a focus on reading, full-time Reading and Math Interventionists working with bottom quartile students, two full-time Exceptional Education teachers, support from school counselor, and administration and coaches monitoring data to help guide the differentiated instructional process.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	2	1	2	9	7	6	27
Course failure in ELA or Math	7	5	2	10	1	0	25
Level 1 on statewide assessment	0	0	0	39	45	48	132

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

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	1	4	6	1	12

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

Based on the early warning indicators, R. L. Brown employs a variety of intervention strategies for those students exhibiting two or more indicators. Progress monitoring for these students is ongoing by administration, coaches, and classroom teachers. The results of this ongoing progress monitoring allows the teacher to design prescriptive small-group and 1:1 instruction based on the needs of the student(s). Additional support from the Reading and Math interventionists allows for additional small-group instructional time to meet the needs of the student(s). The RTI process is ongoing by the classroom teacher as well as the interventionists. R. L. Brown also has several computer-based programs to enhance and support learning in reading and math. Achieve 3000 and IReady are integrated into Reading and Math instruction, and serve as another differentiated instructional tool.

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

To increase parental involvement through activities conducted by our Parent Liaison and nightly events conducted by the teachers. Activities conducted by the Parent Liaison are for all grade at various times, and nightly events are for ALL grade levels. The number of participants have decreased during the past 3 - 5 years, so we have implemented incentives, as to increase our percentage of parent participation. Parents must attend so many events in order to participate in an end of the year drawing in which we will give away a Kindle and an iPad.

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

Richard L. Brown Elementary builds and sustains partnerships with the local community through various community events and parent workshops. There is also a strong association with First Baptist Church of Jacksonville, which is located within the community. Through this partnership, R. L. Brown is able to share our mission and vision of excellence and provide students with incentives for meeting desired expectations.

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
Session Jones, Sabrina	Principal
Hamlin, Christina	Assistant Principal
Jenkins, Jacquelyn	Instructional Coach
Hogan, Joshua	Instructional Coach

Duties

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

The Richard L. Brown School Leadership Team oversees the creation, implementation and monitoring of the School Improvement Plan. Shared decision making is made through the SDM team, which meets monthly to review pertinent information for the school as a whole. The school leadership team meets weekly on Monday afternoons to discuss pressing issues in curriculum and instruction, and to problem-solve through issues. Each member of the leadership team facilitates weekly Professional Learning Communities, monitors instruction, and makes adjustments based on observations.

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

The Leadership team will meet every Tuesday to debrief about observations, coaching cycles, and future professional development. The Leadership Team will also meet weekly to discuss real time data, analyze small groups to ensure student progress and specific individual student needs are being met. The RtI Leadership Team will meet monthly to discuss referrals and update student accommodations. The RtI Leadership Team consists of a representative from each grade level, the school's counselor, and VE teachers. Prior to each meeting, an agenda will be sent to all attendees. The school counselor will serve as the coordinator. The school counselor will be responsible for ensuring all grade level representatives have a copy of RTI manual, procedures, and book of accommodations. The RtI team will collaboratively work with the Collaborative Problem Solving Team and various PLC's throughout the school. This collaboration will be done during PLC's, Vertical Articulation, Focus Walks, and Professional Development trainings held on Early Dismissal days. Services provided with the use of these funds ensure that we have smaller classroom sizes and after school programs for lower performing students. This year, we're funding targeted field trips that are

aligned with standards for students at all grade levels.

SAI funds will be used to provide afterschool tutoring for our Level II and Level III students twice a week. The tutoring teacher will work with children in pair shares and small groups. It is our aim this year to help our instructors identify and focus on these individuals in 4th and 5th Grade. The other portion of these funds, if there are any, will be used to purchase after school materials for tutoring. These children will be selected based on Benchmark data and hard and soft data collected in the classroom environment.

CHAMPS is implemented in every classroom throughout R. L. Brown Elementary. Teachers attend monthly meetings, in which they learn how to effectively implement all facets of this program with fidelity (FOUNDATIONS). This program is funded through the county. We will add additional measures to our overall behavior program by implementing the county's bullying policy to prevent bullying. We now have two investigators (Assistant Principal and a non-instructional staff member) and a contact person to effectively handle bullying issues, as to decrease the number of incidents throughout the school year.

Every student at R. L. Brown Elementary has the option of eating breakfast and lunch at no cost. We are a part of the Breakfast in the Classroom and lunch program initiative set forth by the state. Research proves that when children eat a healthy breakfast, they perform better academically and behaviorally throughout the day. At this time, we have about 90% or more of our students eating breakfast in the morning. We continue to implement BIC. Breakfast is served between 8:30 - 8:45 in KG - 2nd classrooms and 8:15 - 8:35 in the cafeteria for all 3rd - 5th grades, in hopes of more students eating breakfast, especially those students that are tardy to school on a consistent basis.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sabrina Session-Jones	Principal
Jaqueline Jenkins	Teacher
Tomeka Williams	Parent
Kiara Edwards	Parent
Kimberly Laprada	Business/Community
Angeline Greene	Education Support Employee
Anne Stephens	Parent
Linda Butler	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

The school improvement plan for the 2013-2014 school year was evaluated by SAC and adjusted for this year to meet the needs of students. There is several items that are going to be continued, such as differentiated small groups and tracking of data for all students. This year's school improvement plan will focus upon PLC's, designing lessons, unpacking benchmarks and tracking student data.

Development of this school improvement plan

SAC is very pivotal in the development of our school's SIP, as they review all goals, barriers and data that the school has written. It is developed by the faculty and staff. Then, it is taken before SAC for

questions, comments and concerns. The plan is then returned to the faculty and staff for editing and final approval.

Preparation of the school's annual budget and plan

SAC reviewed the school's annual budget, along with the goals for the 2014-2015 school year. Through this review, the main goal was to make sure the budget was aligned with the strategies for our goals for the year.

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

At this time, we've projected all funds to be spent on the following: FCAT support personnel for small intensive groups and incentives, teacher support materials because of limited school funds, etc. We will determine and vote upon said use of funds after the district informs us of the amount we will receive this school year.

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
Session Jones, Sabrina	Principal
Jenkins, Jacquelyn	Instructional Coach
Angell, Cindy	Teacher, K-12
Gooden, Karen	Teacher, K-12
Kane, Violet	Teacher, K-12
Mack, Shawnda	Teacher, K-12
Phillips, Stephanie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Team meets monthly to coordinate the Reading and Writing curriculum with related instructional activities. The team plans, coordinates, and corresponds to the faculty about events which support safety nets, literacy goals, and student achievement. The secretary of the team disperses minutes from the meeting to all administration, faculty and staff.

Major Initiatives of the LLT

- * Book of the Month
- * Million Word Campaign
- * Independent Reading during Reading block
- * School Book Fair
- * Literacy Night with parent make-and-take and informational sessions, Free Book give-away
- * Million Word Campaign - quarterly reading goal incentive day
- * Polar Express book reading and activities

- * Literacy Week activities culminating in a school-wide book character parade
- * Black History Month - daily student book talk over morning news from a biography of an influential African American
- * "Muffins for Mom" reading event
- * "Doughnuts for Dad" reading event
- * Students decorate a pumpkin related to their favorite book character
- * 100th Day of School - Teachers read aloud a book about the 100th Day of School to their classrooms
- * End-of-Year Million Word Reading Celebration - celebration for all students who have met their reading goals

Public and Collaborative Teaching

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

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

In an effort to increase school culture, the leadership team coordinated a retreat during Preplanning at the Marywood center. This retreat focused on building relationships among faculty and team building activities. Ongoing strategies for team building are embedded in early dismissal training and culture-building treats for faculty and staff. This year we have created a resource schedule that allows teachers an hour and a half of planning time a week, and a dedicated hour and a half of dedicated PLC time with school-based coaches, district-coaches and administration. Teachers have expressed their desire for this type of schedule to collaborate and plan accordingly. Lunch schedules and PLC schedules are aligned by grade level to foster and honor collaboration time.

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

In order to retain the best and the brightest at R. L. Brown, we will do the following: Recruit highly qualified teachers from neighboring schools with student demographics the same as R. L. Brown, the Reading Coach will conduct monthly meetings with beginning teachers and Novice Teachers (Less than 3 years experience), mentoring new teachers with veteran staff members will be implemented throughout the building, and have beginning teachers attend workshops, as prescribed by their individual professional development plan. We will also have the district specialists work intensively with those teachers who need more development than others when it comes to classroom management, content knowledge and pedagogy. R. L. Brown is a Quality Education for All school, which offers incentive for high-performing teachers to transfer to the school.

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

It is our goal to pair our mentees with a mentor teacher who is working on the same grade level in order for them to benefit from the weekly shared planning sessions. Mentees will be paired with the most experienced and highly qualified mentors, and they will meet biweekly to discuss continuous improvement as a Reflective Practitioner. The mentees will observe classroom lessons on varying grade levels, and as part of the reflection process, they will discuss with their mentors the observations and plan for improvement throughout the course of the school year.

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

Richard L. Brown ensures its core instructional programs are aligned with the Florida Standards first by unwrapping the standards. We use the standards to guide the planning of the lessons as well as the implementation of the lessons. The district curriculum guides are utilized to guide pacing of instruction and to guide teachers in creating rigorous lessons. All materials are research-based and designed to correlate with Florida Standards and test item specifications. We also use supplemental materials to ensure all standards are being taught with the appropriate rigor and to meet the needs of our 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

Richard L. Brown Elementary uses data to differentiate instruction through the use of guided reading, flexible grouping, prescriptive center activities, and scaffolded core lessons. Our bottom quartile meet in small groups with the reading and math interventionists on a daily basis. During these meetings, instruction is tailored to meet the individual needs of these students. Exceptional Education students are serviced by our ESE teachers on a daily basis to address IEP goals and instructional needs. Classroom teachers use ongoing progress monitoring data to create differentiated center rotations. Extended Hour provides additional time for reading instruction in which students rotate through small-group activities based on their needs according to data. Gifted students are serviced once a week by a teacher that specializes in the gifted curriculum.

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: 54,000

We have picked various research based reading programs to meet the needs of our students during the extended reading hour. We have grouped our students using data according to their needs. Groups will be re-configured when new data is received from the Achieves 3000, iReady and/or the DAR. At this time, each student is assigned to a teacher who is using a reading curriculum that will target students' individual needs.

Kindergarten

Below- Making Words, FCRR, i Ready, Pinnell & Fountas Phonics lessons: Letter, Words and How they work On- Making Words, FCRR, Guided Reading, iReady, Pinnell & Fountas Phonics lessons:

Letter, Words and How they work Above -FCRR, Guided Reading, i Ready, Pinnell & Fountas Phonics lessons: Letter, Words and How they work

1st

Below- Barton Reading & Spelling, Michael Haggerty, FCRR, Making Words, TTS On- Barton Reading & Spelling , Making Words, FCRR, Guided Reading , iReady, Michael Haggerty, TTS Above-Independent Reading, FCRR, iReady

2nd

Below - Barton Reading & Spelling, SRA Corrective A, iReady, FCRR, Easy CBM, Pinnell & Fountas Phonics lessons: Letter, Words and How they work, Soar to Success, TTS On-Independent Reading, Guided Reading, FCRR, Easy CBM, iReady, Pinnell & Fountas Phonics lessons: Letter, Words and How they work Above- Independent Reading, , Guided Reading, FCRR, iReady

3rd

Below-Barton Reading & Spelling, SRA Corrective B1 , iReady, FCRR, Guided Reading, Achieve 3000,

Ready Common Core Lessons, Easy CBM, TTS, Edmodo lessons, Soar to Success On-Barton Reading & Spelling, iReady, Independent Reading, FCRR, Guided Reading, Achieve 3000, Ready Common Core Lessons, Easy CBM, TTS, Edmodo lessons, Soar to Success Above-Independent Reading, FCRR, Guided Reading, Achieve 3000, Literature Circle (Junior Great Books), Ready Common Core Lessons, Edmodo

lessons

4th

Below-Barton Reading & Spelling, SRA Corrective B1, iReady, FCRR, Guided Reading, Achieve 3000, Easy CBM, TTS, Edmodo lessons On-Barton Reading & Spelling, iReady, Independent Reading, FCRR, Guided Reading, Achieve 3000, Ready Common Core Lessons, Easy CBM, Edmodo lessons Above- iReady, Independent Reading, FCRR, Achieve 3000, Literature Circle (Junior Great Books), Ready Common Core Lessons

5th

Below-Barton Reading & Spelling, iReady, FCRR, Guided Reading, Achieve 3000, Easy CBM, TTS, Edmodo lessons , Write to Learn On-Barton Reading & Spelling, iReady, Independent Reading, FCRR, Guided Reading, Achieve 3000, Ready Common Core Lessons, Easy CBM, TTS, Edmodo lessons , Write to Learn

Above- iReady, Independent Reading, FCRR, Achieve 3000, Literature Circle (Junior Great Books), Ready Common Core Lessons, Easy CBM, TTS, Edmodo lessons , Write to Learn

Strategy Rationale

These strategies are the utilization of research-based materials to differentiate instruction to meet student needs based off of data.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Session Jones, Sabrina, sessions@duvalschools.org

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

We will administer leveled cold assessments to each grade level. We will also use the reports from IReady and Achieves 3000 to monitor progress. The teachers will also collect informal data through anecdotal notes, small group instruction (running records, DAR, Cold Reads, etc...).

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

A series of diagnostic assessments are given to students entering Pre-K and Kindergarten in order to identify strengths and weaknesses. This data is used to place children appropriately in intensive groups and/or enrichment. The screenings include, but are not limited to, FLKRS, IReady, and teacher-made assessments. Based on screening data, students receive targeted small group instruction to address their individual learning needs. 5th Grade students have the opportunity to visit Matthew Gilbert Middle School during the school year to expose them to middle school routines, curriculum and expectations. Following the state assessments, each grade level is expected to teach crosswalk standards for the next grade level.

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.** The percentage of students making learning gains on the Florida State Assessment in Reading will increase from (57% to 67%). The learning gains for the lowest 25% of students will increase from (74% to 76%)
- G2.** The percentage of students making learning gains on the Florida State Assessment in Mathematics will increase from (46% to 56%). The learning gains for the lowest 25% of students will increase from (48% to 58%)
- G3.** Increase student proficiency on the Science FCAT 2.0 from (17 % to 27%).
- G4.** The percentage of student achievement in Mathematics of level 3 and above in 3rd through 5th grade will increase from (28% to 38%) proficiency on the 2015 Florida State Assessment
- G5.** The percentage of student achievement in Reading of level 3 and above in 3rd through 5th grade will increase from (27% to 37%) proficiency on the 2015 Florida State Assessment
- G6.** The percentage of student achievement in Writing of level 4 and above will increase from (30% to 40%) proficiency on the 2015 Florida State Assessment
- G7.** The percentage of student proficiency will increase in Mathematics for Lowest 25% from (48% to 58%).
- G8.** The percentage of student proficiency will increase in Reading for Lowest 25% from (27% to 37%).

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. The percentage of students making learning gains on the Florida State Assessment in Reading will increase from (57% to 67%). The learning gains for the lowest 25% of students will increase from (74% to 76%) **1a**

G041493

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	76.0

Resources Available to Support the Goal **2**

- District Specialist
- Coaching Cycle
- Reading Interventionist
- Professional Learning Community
- Ongoing Professional Development
- Extended Hour
- Achieve 3000
- I-Ready
- DAR
- Write to Learn
- Novel Studies
- Guided Reading using Leveled readers

Targeted Barriers to Achieving the Goal **3**

- Designing and Implementing effective and rigorous lessons
- Students reading below grade
- Teacher Content

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

IReady data, Curriculum Guide Assessments, Achieve 3000, exit tickets, student work

Person Responsible

Sabrina Session Jones

Schedule

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

Evidence of Completion

Data chats with teachers and students, review of teacher and student data notebooks, assessments, student work

G2. The percentage of students making learning gains on the Florida State Assessment in Mathematics will increase from (46% to 56%). The learning gains for the lowest 25% of students will increase from (48% to 58%) **1a**

 G041492

Targets Supported **1b**

Indicator	Annual Target
Math Gains	56.0
Math Lowest 25% Gains	58.0

Resources Available to Support the Goal **2**

- District Specialist
- Coaching Cycle
- Math Interventionist
- Professional Learning Communities
- Ongoing Professional Development
- I-Ready
- Math Investigations
- Envision Math Diagnostic and Intervention system
- READY Common Core
- Math Navigator

Targeted Barriers to Achieving the Goal **3**

- Designing and Implementing effective and rigorous lessons
- Teacher Content Knowledge
- Lack of differentiated small-group instruction based on data

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

Ongoing progress monitoring, anecdotal notes, CGA data, IReady data

Person Responsible

Joshua Hogan

Schedule

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

Evidence of Completion

Data notebook, data tracking forms

G3. Increase student proficiency on the Science FCAT 2.0 from (17 % to 27%). 1a

G039966

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	27.0

Resources Available to Support the Goal 2

- District Science specialist
- Science lab for hands on activities
- Gizmos
- Science Leveled Readers
- Curriculum Guide

Targeted Barriers to Achieving the Goal 3

- Teacher Content knowledge
- Inconsistent teaching of Science standards across grade levels
- Minimum or non-use of the science lab (lack of hands on activities across grade levels).

Plan to Monitor Progress Toward G3. 8

Effective lesson planning and implementation, Classroom observations, Consistent monitoring from Administrators

Person Responsible

Christina Hamlin

Schedule

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

Evidence of Completion

Classroom Observation, data from district assessments, FCAT scores

G4. The percentage of student achievement in Mathematics of level 3 and above in 3rd through 5th grade will increase from (28% to 38%) proficiency on the 2015 Florida State Assessment **1a**

 G039967

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	61.0

Resources Available to Support the Goal **2**

- District Specialist
- Coaching Cycle
- Professional Learning Communities
- Gradual Release of Responsibility Model
- I-Ready
- Curriculum Guides
- Math Investigations
- EnvisionMATH Common Core

Targeted Barriers to Achieving the Goal **3**

- Teachers' lack of content knowledge to deliver quality instruction
- Designing and Implementing effective and rigorous Lessons

Plan to Monitor Progress Toward G4. **8**

intense data analysis to continually identify and monitor student learning gains

Person Responsible

Joshua Hogan

Schedule

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

Evidence of Completion

data chats, district and school based assessments, classroom observations and artifacts

G5. The percentage of student achievement in Reading of level 3 and above in 3rd through 5th grade will increase from (27% to 37%) proficiency on the 2015 Florida State Assessment **1a**

 G039968

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	59.0

Resources Available to Support the Goal **2**

- Curriculum Guides, SRA- corrective A and B-1, Barton Spelling and Phonics, school based and district coaches, Achieve 3000, leveled readers (various content areas), FCRR, TTS activities, Write to Learn, IReady, Edmoto, Making Words, Fountas and Pinnell Phonics Lessons Letters, Words, and How They Work, EasyCBM, Michael Haggerty, Junior Great Books, Ready Common Core Lessons

Targeted Barriers to Achieving the Goal **3**

- Designing and implementing effective and rigorous lessons
- Teachers' lack of content knowledge to deliver quality instruction
- Students' lack of foundational skills and concept development

Plan to Monitor Progress Toward G5. **8**

50% of all bottom quartile students in grades 3-5 will make learning gains in reading.

Person Responsible

Jacquelyn Jenkins


Schedule

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

Evidence of Completion

Lesson Plans, district and school based assessments, data chats

G6. The percentage of student achievement in Writing of level 4 and above will increase from (30% to 40%) proficiency on the 2015 Florida State Assessment **1a**

 G039969

Targets Supported **1b**

Indicator	Annual Target
	40.0

Resources Available to Support the Goal **2**

- CG, Write to Learn, Explicit writing instruction, integration of writing across the curriculum, writing portfolios

Targeted Barriers to Achieving the Goal **3**

- Students' lack of proficient writing utilizing correct convention and grammar rules Limited vocabulary Teachers' inability to teach writing outside of formulaic writing Lack of conferencing (teacher and peer)

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

Monitor the effectiveness of teachers consistently conferencing with students and using the rubric to edit and revise the writing pieces

Person Responsible

Sabrina Session Jones

Schedule

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

Evidence of Completion

Classroom Observation Data, Data from District Writing Assessments and FCAT

G7. The percentage of student proficiency will increase in Mathematics for Lowest 25% from (48% to 58%).

1a

G039970

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	58.0

Resources Available to Support the Goal 2

- Coaching Cycle
- PLCs
- Curriculum Guides
- Math Interventionist
- I-Ready
- Math Navigator
- Xtramath
- Small Group Instruction
- Math rotations

Targeted Barriers to Achieving the Goal 3

- Designing and implementing effective and rigorous lessons
- Teachers' lack of content knowledge to deliver quality instruction
- Students' lack of foundational skills

Plan to Monitor Progress Toward G7. 8

Professional development implementation (fidelity) , Analyzing student data, Debrief and Discussion of tiered teacher progress and Student Learning

Person Responsible

Christina Hamlin

Schedule

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

Evidence of Completion

Lesson Plans, Fidelity of Implementation, Student Assessment Data and Teacher Development/ Growth

G8. The percentage of student proficiency will increase in Reading for Lowest 25% from (27% to 37%).

1a

G039971

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	37.0

Resources Available to Support the Goal 2

- Coaching Cycle
- PLC
- Curriculum Guides
- I-Ready
- Achieve 3000
- DAR
- Reading Interventionist
- Small Group Instruction
- Extended Hour
- Novel Studies
- Making Words

Targeted Barriers to Achieving the Goal 3

- Designing and implementing effective and rigorous lessons
- Teachers' lack of content knowledge to deliver quality instruction
- Students' lack of foundational skills

Plan to Monitor Progress Toward G8. 8

Data Chats

Person Responsible

Sabrina Session Jones

Schedule

Biweekly, from 9/23/2014 to 6/5/2015

Evidence of Completion

Progress monitoring on CGA's, Student Work, Lesson Plans, and Classroom Walkthroughs

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. The percentage of students making learning gains on the Florida State Assessment in Reading will increase from (57% to 67%). The learning gains for the lowest 25% of students will increase from (74% to 76%) **1**

 G041493

G1.B1 Designing and Implementing effective and rigorous lessons **2**

 B100568

G1.B1.S1 Weekly PLC meetings with instructional coaches and administration to unwrap standards and plan lesson based on data. **4**

 S116741

Strategy Rationale

Increase student engagement and rigor of lessons.

Action Step 1 **5**

The coaches and administration will meet weekly with teachers of each grade level to unwrap standards and build lessons.

Person Responsible

Sabrina Session Jones

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Lesson plans and student work aligned with the standards, increased test scores

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

Checking of lesson plans, observation of lessons, PLCs

Person Responsible

Sabrina Session Jones

Schedule

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

Evidence of Completion

Student work that is aligned with standards

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

checking lesson plans, observations, student work aligned to standards

Person Responsible

Sabrina Session Jones


Schedule

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


Evidence of Completion

lesson plans, observations, student work aligned to students, assessments

G1.B3 Teacher Content 2

 B100570

G1.B3.S1 Meeting weekly in Professional Learning Communities by grade level and content area to unwrap benchmarks and explore best practices. 4

 S116914

Strategy Rationale

Unwrapping benchmarks and best practices will build teacher's content knowledge of subject area.

Action Step 1 5

R. L. Brown will provide ongoing professional development through Professional Learning Communities and early dismissal training.

Person Responsible

Jacquelyn Jenkins

Schedule

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

Evidence of Completion

PLC meeting agendas, Lesson Plans, ongoing assessment data

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

Coaches and Administrators

Person Responsible

Sabrina Session Jones

Schedule

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

Evidence of Completion

Data Chats, PLC agendas, observations, ongoing progress monitoring

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

Weekly PLC meetings, data chats, ongoing progress monitoring, Early Dismissal Training

Person Responsible

Sabrina Session Jones

Schedule

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


Evidence of Completion

PLC agendas, early dismissal agendas, ongoing progress monitoring


G2. The percentage of students making learning gains on the Florida State Assessment in Mathematics will increase from (46% to 56%). The learning gains for the lowest 25% of students will increase from (48% to 58%) 1

 G041492

G2.B1 Designing and Implementing effective and rigorous lessons 2

 B100602

G2.B1.S1 Weekly PLC meetings with instructional coaches and administration to unwrap standards and plan lesson based on data. 4

 S116927

Strategy Rationale

Increase student engagement and rigor of lessons.

Action Step 1 5

The Math Coach will lead the teachers in PLC meeting to unwrap standards and plan lessons

Person Responsible

Joshua Hogan

Schedule

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

Evidence of Completion

Weekly PLC agendas, data chats, Lesson plans with GRRM integrated, ongoing progress monitoring

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

Administration will monitor PLC meetings and check lesson plans weekly to ensure rigorous lessons that are aligned with Florida Standards. Ongoing observations to ensure implementation of lesson plans with fidelity.

Person Responsible

Sabrina Session Jones

Schedule

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

Evidence of Completion

CAST Observations, weekly PLC agendas, lesson plans

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

Daily observations by administrators and coaches.

Person Responsible

Sabrina Session Jones

Schedule

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

Evidence of Completion

CAST Observations, lesson plans

G3. Increase student proficiency on the Science FCAT 2.0 from (17 % to 27%). 1

G039966

G3.B1 Teacher Content knowledge 2

B096556

G3.B1.S1 Meeting weekly in Professional Learning Communities by grade level and content area to unwrap benchmarks and explore best practices. 4

S107763

Strategy Rationale

Unwrapping benchmarks and best practices will build teacher's content knowledge of subject area.

Action Step 1 5

effective lesson planning and implementation, Classroom observations, Consistent monitoring from Administrators

Person Responsible

Schedule

Evidence of Completion

Classroom Observation, data from district assessments, FCAT scores

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

Effective lesson planning and implementation, Classroom observations, Consistent monitoring from Administrators

Person Responsible

Christina Hamlin

Schedule

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

Evidence of Completion

Classroom Observation, data from district assessments, FCAT scores

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

Effective lesson planning and implementation, Classroom observations, Consistent monitoring from Administrators

Person Responsible

Christina Hamlin


Schedule

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


Evidence of Completion

Classroom Observation, data from district assessments, FCAT scores

G3.B2 Inconsistent teaching of Science standards across grade levels 2

 B100608

G3.B2.S1 Weekly PLC meetings with instructional coaches and administration to unwrap standards and plan lesson based on data. 4

 S116957

Strategy Rationale

Increase student engagement and rigor of lessons.

Action Step 1 5

Plan weekly PLC meetings that focus on Science standards and test item specifications to increase teacher content knowledge and assist in planning coherent lessons.

Person Responsible

Christina Hamlin

Schedule

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

Evidence of Completion

PLC agendas, lesson plans, data chats, student work samples, and common assessments

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

Weekly focus walks during Science instruction to ensure implementation of designed lessons.

Person Responsible

Christina Hamlin

Schedule

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

Evidence of Completion

Lesson plan checklists, CAST observations, anecdotal notes, student data chats

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

Monitoring of Science data weekly to monitor student progress and remediate previously taught standards.

Person Responsible

Christina Hamlin


Schedule

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


Evidence of Completion

data chat summaries, data reports


G4. The percentage of student achievement in Mathematics of level 3 and above in 3rd through 5th grade will increase from (28% to 38%) proficiency on the 2015 Florida State Assessment **1**

 G039967

G4.B1 Teachers' lack of content knowledge to deliver quality instruction **2**

 B096557

G4.B1.S1 The math coach and administration will meet with each grade level in weekly PLCs to unwrap standards to build effective and rigorous lessons. **4**

 S107764

Strategy Rationale

Unwrapping benchmarks and best practices will build teacher's content knowledge of subject area.

Action Step 1 **5**

To provide effective professional development and PLC time for math content area specialists

Person Responsible

Joshua Hogan

Schedule

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

Evidence of Completion

PD Schedule, Lesson Plans, Implementation with Fidelity and Teacher Growth

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

To provide effective professional development and PLC time for math content area specialists

Person Responsible

Joshua Hogan

Schedule

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

Evidence of Completion

Lesson Plans, Teacher Development, Implementation with Fidelity

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

To provide effective professional development and PLC time for math content area specialists

Person Responsible

Joshua Hogan


Schedule

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


Evidence of Completion

Lesson Plans, Teacher Development, Implementation with Fidelity

G4.B2 Designing and Implementing effective and rigorous Lessons 2

 B100641

G4.B2.S1 Weekly PLC meetings with instructional coaches and administration to unwrap standards and plan lesson based on data. 4

 S116966

Strategy Rationale

Increase student engagement and rigor of lessons.

Action Step 1 5

Coaches and administrators will meeting weekly with grade-levels during PLC meetings to unwrap benchmarks, plan lessons, and create common assessments based on standards and test item specifications.

Person Responsible

Joshua Hogan

Schedule

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

Evidence of Completion

PLC agendas, data chats, lesson plan checks

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

Coaches and administrators will conduct weekly classroom walk-through observations to ensure fidelity of implementation of lesson plans created during PLC meetings.

Person Responsible

Joshua Hogan

Schedule

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

Evidence of Completion

Lesson plan checklists, CAST observations, walk-through anecdotal notes

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

Coaches and administrators will review Math data weekly to ensure student progress with standards.

Person Responsible

Joshua Hogan


Schedule

Weekly, from 9/30/2014 to 9/30/2014


Evidence of Completion

data chats, PLC meeting minutes, data notebooks


G5. The percentage of student achievement in Reading of level 3 and above in 3rd through 5th grade will increase from (27% to 37%) proficiency on the 2015 Florida State Assessment **1**

 G039968

G5.B1 Designing and implementing effective and rigorous lessons **2**

 B096558

G5.B1.S1 Weekly PLC meetings with instructional coaches and administration to unwrap standards and plan lesson based on data. **4**

 S107766

Strategy Rationale

Increase student engagement and rigor of lessons.

Action Step 1 **5**

50% of all bottom quartile students in grades 3-5 will make learning gains in reading.

Person Responsible

Jacquelyn Jenkins

Schedule

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

Evidence of Completion

Lesson Plans , District and School Based Assessments, Student Work samples, data chats,

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

50% of all bottom quartile students in grades 3-5 will make learning gains in reading.

Person Responsible

Jacquelyn Jenkins

Schedule

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

Evidence of Completion

Lesson Plans, data chats, district and school based assessments

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

50% of all bottom quartile students in grades 3-5 will make learning gains in reading.

Person Responsible

Jacquelyn Jenkins


Schedule

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

Evidence of Completion

Lesson Plans, district and school based assessments, data chats

G5.B2 Teachers' lack of content knowledge to deliver quality instruction 2

 B105675

G5.B2.S1 Meeting weekly in Professional Learning Communities by grade level and content area to unwrap benchmarks and explore best practices. 4

 S116977

Strategy Rationale

Unwrapping benchmarks and best practices will build teacher's content knowledge of subject area.

Action Step 1 5

Meeting weekly in Professional Learning Communities by grade level and content area to unwrap benchmarks and explore best practices.

Person Responsible

Jacquelyn Jenkins

Schedule

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

Evidence of Completion

PLC agendas, data chats, lesson plan checks

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

Meeting weekly in Professional Learning Communities by grade level and content area to unwrap benchmarks and explore best practices.

Person Responsible

Jacquelyn Jenkins

Schedule

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

Evidence of Completion

CAST observations, informal walk through observations, lesson plan checklists

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

Meeting weekly in Professional Learning Communities by grade level and content area to unwrap benchmarks and explore best practices.

Person Responsible

Jacquelyn Jenkins


Schedule

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


Evidence of Completion

Data chats, classroom observations, PLC agendas, data monitoring

G5.B3 Students' lack of foundational skills and concept development **2**

 B105676

G5.B3.S1 Differentiated data-driven centers that meet the needs of students. **4**

 S116978

Strategy Rationale

Using the data to focus on the needs of students, addressing academic weaknesses in a small-group setting.

Action Step 1 **5**

Analyze data to determine needs of individual students. Based on these needs, create prescriptive small group rotations to address standards of greatest needs and/or current standard being taught.

Person Responsible

Jacquelyn Jenkins

Schedule

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

Evidence of Completion

Lesson plan checklists, PLC agendas, classroom walk through

Plan to Monitor Fidelity of Implementation of G5.B3.S1 **6**

Analyze data to determine needs of individual students. Based on these needs, create prescriptive small group rotations to address standards of greatest needs and/or current standard being taught.

Person Responsible

Jacquelyn Jenkins

Schedule

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

Evidence of Completion

PLC agendas, lesson plan checklists, classroom observations

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Analyze data to determine needs of individual students. Based on these needs, create prescriptive small group rotations to address standards of greatest needs and/or current standard being taught.

Person Responsible

Jacquelyn Jenkins

Schedule

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


Evidence of Completion

Lesson plan checklists, classroom observations, data analysis


G6. The percentage of student achievement in Writing of level 4 and above will increase from (30% to 40%) proficiency on the 2015 Florida State Assessment 1

 G039969

G6.B1 Students' lack of proficient writing utilizing correct convention and grammar rules Limited vocabulary Teachers' inability to teach writing outside of formulaic writing Lack of conferencing (teacher and peer) 2

 B096559

G6.B1.S1 Teachers will integrate writing across content areas concentrating on correct usage of conventions, grammar, and vocabulary 4

 S107768

Strategy Rationale

Action Step 1 5

Weekly Teacher and Peer Conferencing for corrections using the 6 point rubric

Person Responsible

Sabrina Session Jones

Schedule

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

Evidence of Completion

Teacher and Student Learning, Teacher Instruction, Student Work Samples from class and the part time writing specialist

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

Weekly Teacher and Peer Conferencing for corrections using the 6 point rubric

Person Responsible

Sabrina Session Jones

Schedule

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

Evidence of Completion

Teacher Conferencing Notes, Student Work Samples and FCAT Data

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

Weekly Teacher and Peer Conferencing for corrections using the 6 point rubric

Person Responsible

Sabrina Session Jones


Schedule

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

Evidence of Completion

Classroom Observational Data, Teacher Conferencing Notes, Student Work samples and Peer Conferencing Notes

G6.B1.S2 Teachers will conference with students on a weekly basis and the students will conference with one another concerning their work (peer evaluation). 4

 S107770

Strategy Rationale

Action Step 1 5

Ongoing Conferencing for writing improvement by students and teachers

Person Responsible

Sabrina Session Jones

Schedule

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

Evidence of Completion

Student Work samples, Quality conferencing notes, Teacher and Student Learning

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Ongoing Conferencing for writing improvement by students and teachers

Person Responsible

Sabrina Session Jones

Schedule

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

Evidence of Completion

teacher conferencing notebooks, anecdotal notes on student work, PLC agendas, data chats

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Ongoing Conferencing for writing improvement by students and teachers and weekly classroom observations

Person Responsible

Sabrina Session Jones

Schedule

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


Evidence of Completion

CAST observation data, anecdotal notes, student performance data

G7. The percentage of student proficiency will increase in Mathematics for Lowest 25% from (48% to 58%). 1

 G039970

G7.B1 Designing and implementing effective and rigorous lessons 2

 B096560

G7.B1.S1 Weekly PLC meetings with instructional coaches and administration to unwrap standards and plan lesson based on data. 4

 S107771

Strategy Rationale

Increase student engagement and rigor of lessons.

Action Step 1 5

Effective instruction, Implementation of the Gradual Release Model with fidelity and Explicit Teacher and Student Learning

Person Responsible

Daisy Lucas

Schedule

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

Evidence of Completion

Lesson Plans, Student Work, Student performance on formative and summative assessments

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

Administration will monitor classrooms through walkthroughs, formal and informal observations, and data chats in order to provide professional development to meet teacher/student needs.

Person Responsible

Christina Hamlin

Schedule

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

Evidence of Completion

Meeting minutes, Thrilling Thursdays agendas, walkthrough documentation, formal and informal documentation, and coaches logs.

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

Observation of implementation of strategies provided during professional development.

Person Responsible

Christina Hamlin


Schedule

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


Evidence of Completion

Assessments results, observation documentation, data chats, PLC agendas

G7.B2 Teachers' lack of content knowledge to deliver quality instruction 2

 B105728

G7.B2.S1 Meeting weekly in Professional Learning Communities by grade level and content area to unwrap benchmarks and explore best practices. 4

 S117017

Strategy Rationale

Unwrapping benchmarks and best practices will build teacher's content knowledge of subject area.

Action Step 1 5

Weekly PLC meetings to unwrap benchmarks, create assessments based on item specifications, and creation of common assessments.

Person Responsible

Joshua Hogan

Schedule

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

Evidence of Completion

PLC agendas, unwrapped benchmarks, common assessments, lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Weekly PLC meetings to unwrap benchmarks, create assessments based on item specifications, and creation of common assessments.

Person Responsible

Joshua Hogan

Schedule

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

Evidence of Completion

PLC agendas, data chats, analysis common assessments, debriefs with coaches and administrators, debriefs with coaches, administrators and teachers

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

Weekly PLC meetings to unwrap benchmarks, create assessments based on item specifications, and creation of common assessments. Weekly classroom observations and debriefs with teachers to ensure implementation and effectiveness.

Person Responsible

Joshua Hogan

Schedule

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

Evidence of Completion

PLC agendas, data chats, student work, student performance data, anecdotal notes

G7.B3 Students' lack of foundational skills 2

 B105727

G7.B3.S1 Differentiated data-driven centers that meet the needs of students and working with Math interventionist for Bottom Quartile students. 4

 S117018

Strategy Rationale

Using the data to focus on the needs of students, addressing academic weaknesses in a small-group setting.

Action Step 1 5

Assist teachers in creating prescriptive data-driven centers based on student need during PLC meetings by analyzing data and unwrapping benchmarks.

Person Responsible

Joshua Hogan

Schedule

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

Evidence of Completion

PLC agendas, lesson plan checks, classroom observations, CAST observations

Plan to Monitor Fidelity of Implementation of G7.B3.S1 6

Assist teachers in creating prescriptive data-driven centers based on student need during PLC meetings by analyzing data and unwrapping benchmarks.

Person Responsible

Joshua Hogan

Schedule

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

Evidence of Completion

PLC agendas, student work samples, classroom observations

Plan to Monitor Effectiveness of Implementation of G7.B3.S1 7

Assist teachers in creating prescriptive data-driven centers based on student need during PLC meetings by analyzing data and unwrapping benchmarks.

Person Responsible

Joshua Hogan

Schedule

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

Evidence of Completion

PLC agendas, classroom observations, data chats, ongoing monitoring of student data

G8. The percentage of student proficiency will increase in Reading for Lowest 25% from (27% to 37%). 1

G039971

G8.B1 Designing and implementing effective and rigorous lessons 2

B096561

G8.B1.S1 Weekly PLC meetings with instructional coaches and administration to unwrap standards and plan lesson based on data. 4

S107775

Strategy Rationale

Increase student engagement and rigor of lessons.

Action Step 1 5

Common Planning and Early Dismissal Training (Differentiation and Rotations)

Person Responsible

Jacquelyn Jenkins

Schedule

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

Evidence of Completion

Lesson Plans, Differentiation implemented within the reading block and extended hour with fidelity

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

Differentiation in Rotations during the reading block

Person Responsible

Jacquelyn Jenkins

Schedule

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

Evidence of Completion

Lesson Plans, Student Work samples and Formative and Summative Assessments

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

Differentiation in Rotations during the reading block to meet the individual needs of all students

Person Responsible

Jacquelyn Jenkins

Schedule

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

Evidence of Completion

Lesson Plans, Student Work samples, and Formative and Summative Assessments

G8.B2 Teachers' lack of content knowledge to deliver quality instruction 2

 B105733

G8.B2.S1 Meeting weekly in Professional Learning Communities by grade level and content area to unwrap benchmarks and explore best practices. 4

 S117021

Strategy Rationale

Unwrapping benchmarks and best practices will build teacher's content knowledge of subject area.

Action Step 1 5

Weekly PLC meetings to identify, create prescriptive lessons, and monitor Bottom Quartile students.

Person Responsible

Stephanie Phillips

Schedule

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

Evidence of Completion

PLC agendas, lesson plans, student data

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Coaches and administrators will conduct ongoing classroom observations to monitor fidelity of action steps.

Person Responsible

Jacquelyn Jenkins

Schedule

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

Evidence of Completion

Lesson plan checklists, observation rubrics, CAST observations, analyzing student assessments

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

Coaches and administrators will conduct ongoing classroom observations to monitor effectiveness of action steps.

Person Responsible

Jacquelyn Jenkins

Schedule

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

Evidence of Completion

Lesson plan checklists, student engagement and ownership profiles, ongoing data chats, analysis of student work and assessment results.

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
G3.B1.S1.A1	effective lesson planning and implementation, Classroom observations, Consistent monitoring from Administrators		Classroom Observation, data from district assessments, FCAT scores	one-time	
G4.B1.S1.A1	To provide effective professional development and PLC time for math content area specialists	Hogan, Joshua	9/30/2014	PD Schedule, Lesson Plans, Implementation with Fidelity and Teacher Growth	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
G5.B1.S1.A1	50% of all bottom quartile students in grades 3-5 will make learning gains in reading.	Jenkins, Jacquelyn	9/30/2014	Lesson Plans , District and School Based Assessments, Student Work samples, data chats,	6/5/2015 weekly
G6.B1.S1.A1	Weekly Teacher and Peer Conferencing for corrections using the 6 point rubric	Session Jones, Sabrina	9/30/2014	Teacher and Student Learning, Teacher Instruction, Student Work Samples from class and the part time writing specialist	6/5/2015 weekly
G6.B1.S2.A1	Ongoing Conferencing for writing improvement by students and teachers	Session Jones, Sabrina	9/30/2014	Student Work samples, Quality conferencing notes, Teacher and Student Learning	6/5/2015 weekly
G7.B1.S1.A1	Effective instruction, Implementation of the Gradual Release Model with fidelity and Explicit Teacher and Student Learning	Lucas, Daisy	9/1/2014	Lesson Plans, Student Work, Student performance on formative and summative assessments	6/5/2015 daily
G8.B1.S1.A1	Common Planning and Early Dismissal Training (Differentiation and Rotations)	Jenkins, Jacquelyn	9/30/2014	Lesson Plans, Differentiation implemented within the reading block and extended hour with fidelity	6/5/2015 weekly
G2.B1.S1.A1	The Math Coach will lead the teachers in PLC meeting to unwrap standards and plan lessons	Hogan, Joshua	9/2/2014	Weekly PLC agendas, data chats, Lesson plans with GRRM integrated, ongoing progress monitoring	6/5/2015 weekly
G7.B3.S1.A1	Assist teachers in creating prescriptive data-driven centers based on student need during PLC meetings by analyzing data and unwrapping benchmarks.	Hogan, Joshua	9/30/2014	PLC agendas, lesson plan checks, classroom observations, CAST observations	6/5/2015 weekly
G1.B1.S1.A1	The coaches and administration will meet weekly with teachers of each grade level to unwrap standards and build lessons.	Session Jones, Sabrina	9/2/2014	Lesson plans and student work aligned with the standards, increased test scores	6/4/2015 weekly
G1.B3.S1.A1	R. L. Brown will provide ongoing professional development through Professional Learning Communities and early dismissal training.	Jenkins, Jacquelyn	9/8/2014	PLC meeting agendas, Lesson Plans, ongoing assessment data	6/5/2015 weekly
G3.B2.S1.A1	Plan weekly PLC meetings that focus on Science standards and test item specifications to increase teacher content knowledge and assist in planning coherent lessons.	Hamlin, Christina	9/30/2014	PLC agendas, lesson plans, data chats, student work samples, and common assessments	6/5/2015 weekly
G4.B2.S1.A1	Coaches and administrators will meeting weekly with grade-levels during PLC meetings to unwrap benchmarks, plan lessons, and create common assessments based on standards and test item specifications.	Hogan, Joshua	9/30/2014	PLC agendas, data chats, lesson plan checks	6/5/2015 weekly
G5.B2.S1.A1	Meeting weekly in Professional Learning Communities by grade level and content area to unwrap benchmarks and explore best practices.	Jenkins, Jacquelyn	9/30/2014	PLC agendas, data chats, lesson plan checks	6/5/2015 weekly
G5.B3.S1.A1	Analyze data to determine needs of individual students. Based on these needs, create prescriptive small group rotations to address standards of greatest needs and/or current standard being taught.	Jenkins, Jacquelyn	9/1/2014	Lesson plan checklists, PLC agendas, classroom walk through	6/5/2015 weekly
G7.B2.S1.A1	Weekly PLC meetings to unwrap benchmarks, create assessments based on item specifications, and creation of common assessments.	Hogan, Joshua	9/30/2014	PLC agendas, unwrapped benchmarks, common assessments, lesson plans, classroom observations	6/5/2015 weekly
G8.B2.S1.A1	Weekly PLC meetings to identify, create prescriptive lessons, and monitor Bottom Quartile students.	Phillips, Stephanie	9/30/2014	PLC agendas, lesson plans, student data	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	IReady data, Curriculum Guide Assessments, Achieve 3000, exit tickets, student work	Session Jones, Sabrina	9/8/2014	Data chats with teachers and students, review of teacher and student data notebooks, assessments, student work	6/5/2015 weekly
G1.B1.S1.MA1	checking lesson plans, observations, student work aligned to standards	Session Jones, Sabrina	9/2/2014	lesson plans, observations, student work aligned to students, assessments	5/28/2015 weekly
G1.B1.S1.MA1	Checking of lesson plans, observation of lessons, PLCs	Session Jones, Sabrina	9/2/2014	Student work that is aligned with standards	5/28/2015 weekly
G1.B3.S1.MA1	Weekly PLC meetings, data chats, ongoing progress monitoring, Early Dismissal Training	Session Jones, Sabrina	9/8/2014	PLC agendas, early dismissal agendas, ongoing progress monitoring	6/5/2015 weekly
G1.B3.S1.MA1	Coaches and Administrators	Session Jones, Sabrina	9/8/2014	Data Chats, PLC agendas, observations, ongoing progress monitoring	6/5/2015 weekly
G2.MA1	Ongoing progress monitoring, anecdotal notes, CGA data, IReady data	Hogan, Joshua	9/8/2014	Data notebook, data tracking forms	6/5/2015 weekly
G2.B1.S1.MA1	Daily observations by administrators and coaches.	Session Jones, Sabrina	9/8/2014	CAST Observations, lesson plans	6/5/2015 weekly
G2.B1.S1.MA1	Administration will monitor PLC meetings and check lesson plans weekly to ensure rigorous lessons that are aligned with Florida Standards. Ongoing observations to ensure implementation of lesson plans with fidelity.	Session Jones, Sabrina	9/8/2014	CAST Observations, weekly PLC agendas, lesson plans	6/5/2015 weekly
G3.MA1	Effective lesson planning and implementation, Classroom observations, Consistent monitoring from Administrators	Hamlin, Christina	9/30/2014	Classroom Observation, data from district assessments, FCAT scores	6/5/2015 weekly
G3.B1.S1.MA1	Effective lesson planning and implementation, Classroom observations, Consistent monitoring from Administrators	Hamlin, Christina	9/30/2014	Classroom Observation, data from district assessments, FCAT scores	6/5/2015 weekly
G3.B1.S1.MA1	Effective lesson planning and implementation, Classroom observations, Consistent monitoring from Administrators	Hamlin, Christina	9/30/2014	Classroom Observation, data from district assessments, FCAT scores	6/5/2015 weekly
G3.B2.S1.MA1	Monitoring of Science data weekly to monitor student progress and remediate previously taught standards.	Hamlin, Christina	9/30/2014	data chat summaries, data reports	6/5/2015 weekly
G3.B2.S1.MA1	Weekly focus walks during Science instruction to ensure implementation of designed lessons.	Hamlin, Christina	9/30/2014	Lesson plan checklists, CAST observations, anecdotal notes, student data chats	6/5/2015 weekly
G4.MA1	intense data analysis to continually identify and monitor student learning gains	Hogan, Joshua	9/30/2014	data chats, district and school based assessments, classroom observations and artifacts	6/5/2015 weekly
G4.B1.S1.MA1	To provide effective professional development and PLC time for math content area specialists	Hogan, Joshua	9/30/2014	Lesson Plans, Teacher Development, Implementation with Fidelity	6/5/2015 weekly
G4.B1.S1.MA1	To provide effective professional development and PLC time for math content area specialists	Hogan, Joshua	9/30/2014	Lesson Plans, Teacher Development, Implementation with Fidelity	6/5/2015 weekly
G4.B2.S1.MA1	Coaches and administrators will review Math data weekly to ensure student progress with standards.	Hogan, Joshua	9/30/2014	data chats, PLC meeting minutes, data notebooks	9/30/2014 weekly
G4.B2.S1.MA1	Coaches and administrators will conduct weekly classroom walk-through observations to ensure fidelity of implementation of lesson plans created during PLC meetings.	Hogan, Joshua	9/30/2014	Lesson plan checklists, CAST observations, walk-through anecdotal notes	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.MA1	50% of all bottom quartile students in grades 3-5 will make learning gains in reading.	Jenkins, Jacquelyn	9/30/2014	Lesson Plans, district and school based assessments, data chats	6/5/2015 weekly
G5.B1.S1.MA1	50% of all bottom quartile students in grades 3-5 will make learning gains in reading.	Jenkins, Jacquelyn	9/30/2014	Lesson Plans, district and school based assessments, data chats	6/5/2015 weekly
G5.B1.S1.MA1	50% of all bottom quartile students in grades 3-5 will make learning gains in reading.	Jenkins, Jacquelyn	9/30/2014	Lesson Plans, data chats, district and school based assessments	6/5/2015 weekly
G5.B2.S1.MA1	Meeting weekly in Professional Learning Communities by grade level and content area to unwrap benchmarks and explore best practices.	Jenkins, Jacquelyn	9/30/2014	Data chats, classroom observations, PLC agendas, data monitoring	6/5/2015 weekly
G5.B2.S1.MA1	Meeting weekly in Professional Learning Communities by grade level and content area to unwrap benchmarks and explore best practices.	Jenkins, Jacquelyn	9/30/2014	CAST observations, informal walk through observations, lesson plan checklists	6/5/2015 weekly
G5.B3.S1.MA1	Analyze data to determine needs of individual students. Based on these needs, create prescriptive small group rotations to address standards of greatest needs and/or current standard being taught.	Jenkins, Jacquelyn	9/30/2014	Lesson plan checklists, classroom observations, data analysis	6/5/2015 weekly
G5.B3.S1.MA1	Analyze data to determine needs of individual students. Based on these needs, create prescriptive small group rotations to address standards of greatest needs and/or current standard being taught.	Jenkins, Jacquelyn	9/30/2014	PLC agendas, lesson plan checklists, classroom observations	6/5/2015 weekly
G6.MA1	Monitor the effectiveness of teachers consistently conferencing with students and using the rubric to edit and revise the writing pieces	Session Jones, Sabrina	9/30/2014	Classroom Observation Data, Data from District Writing Assessments and FCAT	6/5/2015 weekly
G6.B1.S1.MA1	Weekly Teacher and Peer Conferencing for corrections using the 6 point rubric	Session Jones, Sabrina	9/30/2014	Classroom Observational Data, Teacher Conferencing Notes, Student Work samples and Peer Conferencing Notes	6/5/2015 weekly
G6.B1.S1.MA1	Weekly Teacher and Peer Conferencing for corrections using the 6 point rubric	Session Jones, Sabrina	9/30/2014	Teacher Conferencing Notes, Student Work Samples and FCAT Data	6/5/2015 weekly
G6.B1.S2.MA1	Ongoing Conferencing for writing improvement by students and teachers and weekly classroom observations	Session Jones, Sabrina	9/30/2014	CAST observation data, anecdotal notes, student performance data	6/5/2015 weekly
G6.B1.S2.MA1	Ongoing Conferencing for writing improvement by students and teachers	Session Jones, Sabrina	9/30/2014	teacher conferencing notebooks, anecdotal notes on student work, PLC agendas, data chats	6/5/2015 weekly
G7.MA1	Professional development implementation (fidelity) , Analyzing student data, Debrief and Discussion of tiered teacher progress and Student Learning	Hamlin, Christina	9/30/2014	Lesson Plans, Fidelity of Implementation, Student Assessment Data and Teacher Development/Growth	6/5/2015 weekly
G7.B1.S1.MA1	Observation of implementation of strategies provided during professional development.	Hamlin, Christina	9/30/2014	Assessments results, observation documentation, data chats, PLC agendas	6/5/2015 weekly
G7.B1.S1.MA1	Administration will monitor classrooms through walkthroughs, formal and informal observations, and data chats in order to provide professional development to meet teacher/student needs.	Hamlin, Christina	9/30/2014	Meeting minutes, Thrilling Thursdays agendas, walkthrough documentation, formal and informal documentation, and coaches logs.	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
G7.B2.S1.MA1	Weekly PLC meetings to unwrap benchmarks, create assessments based on item specifications, and creation of common assessments. Weekly classroom observations and debriefs with teachers to ensure implementation and effectiveness.	Hogan, Joshua	9/30/2014	PLC agendas, data chats, student work, student performance data, anecdotal notes	6/5/2015 weekly
G7.B2.S1.MA1	Weekly PLC meetings to unwrap benchmarks, create assessments based on item specifications, and creation of common assessments.	Hogan, Joshua	9/30/2014	PLC agendas, data chats, analysis common assessments, debriefs with coaches and administrators, debriefs with coaches, administrators and teachers	6/5/2015 weekly
G7.B3.S1.MA1	Assist teachers in creating prescriptive data-driven centers based on student need during PLC meetings by analyzing data and unwrapping benchmarks.	Hogan, Joshua	9/30/2014	PLC agendas, classroom observations, data chats, ongoing monitoring of student data	6/5/2015 weekly
G7.B3.S1.MA1	Assist teachers in creating prescriptive data-driven centers based on student need during PLC meetings by analyzing data and unwrapping benchmarks.	Hogan, Joshua	9/30/2014	PLC agendas, student work samples, classroom observations	6/5/2015 weekly
G8.MA1	Data Chats	Session Jones, Sabrina	9/23/2014	Progress monitoring on CGA's, Student Work, Lesson Plans, and Classroom Walkthroughs	6/5/2015 biweekly
G8.B1.S1.MA1	Differentiation in Rotations during the reading block to meet the individual needs of all students	Jenkins, Jacquelyn	9/30/2014	Lesson Plans, Student Work samples, and Formative and Summative Assessments	6/5/2015 weekly
G8.B1.S1.MA1	Differentiation in Rotations during the reading block	Jenkins, Jacquelyn	9/30/2014	Lesson Plans, Student Work samples and Formative and Summative Assessments	6/5/2015 weekly
G8.B2.S1.MA1	Coaches and administrators will conduct ongoing classroom observations to monitor effectiveness of action steps.	Jenkins, Jacquelyn	9/30/2014	Lesson plan checklists, student engagement and ownership profiles, ongoing data chats, analysis of student work and assessment results.	6/5/2015 weekly
G8.B2.S1.MA1	Coaches and administrators will conduct ongoing classroom observations to monitor fidelity of action steps.	Jenkins, Jacquelyn	9/30/2014	Lesson plan checklists, observation rubrics, CAST observations, analyzing student assessments	6/5/2015 weekly

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. The percentage of students making learning gains on the Florida State Assessment in Reading will increase from (57% to 67%). The learning gains for the lowest 25% of students will increase from (74% to 76%)

G1.B1 Designing and Implementing effective and rigorous lessons

G1.B1.S1 Weekly PLC meetings with instructional coaches and administration to unwrap standards and plan lesson based on data.

PD Opportunity 1

The coaches and administration will meet weekly with teachers of each grade level to unwrap standards and build lessons.

Facilitator

Various

Participants

Teachers

Schedule

Weekly, from 9/2/2014 to 6/4/2015

G1.B3 Teacher Content

G1.B3.S1 Meeting weekly in Professional Learning Communities by grade level and content area to unwrap benchmarks and explore best practices.

PD Opportunity 1

R. L. Brown will provide ongoing professional development through Professional Learning Communities and early dismissal training.

Facilitator

School-Based coaches and District Specialists

Participants

Teachers

Schedule

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

G7. The percentage of student proficiency will increase in Mathematics for Lowest 25% from (48% to 58%).

G7.B1 Designing and implementing effective and rigorous lessons

G7.B1.S1 Weekly PLC meetings with instructional coaches and administration to unwrap standards and plan lesson based on data.

PD Opportunity 1

Effective instruction, Implementation of the Gradual Release Model with fidelity and Explicit Teacher and Student Learning

Facilitator

Joshua Hogan - Math Coach Daisy Lucas - Math Interventionist Kathy Meeks - Math Specialist

Participants

All Classroom teachers

Schedule

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

Technical Assistance Items

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