

Normandy Village Elementary School



2014-15 School Improvement Plan

Normandy Village Elementary School

8257 HERLONG RD, Jacksonville, FL 32210

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

70%

Alternative/ESE Center

No

Charter School

No

Minority

62%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Equip teachers. Engage students. Exceed standards.

Provide the school's vision statement

The faculty and staff of Normandy Village Elementary School authentically engage ALL students with meaningful, rigorous activities in all content areas to equip them with skills necessary to meet and exceed grade-level expectations, cultivating the next generation of student leaders and preparing them for endless college and career opportunities.

School Environment

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

*The school learns about students' cultures and builds relationships between teachers and students through multiple school-wide, grade-level and classroom surveys.

*Some teachers "tap" into students' interests and cater reading passages, articles, and even math problems to students' interests as much as possible.

*Classroom Libraries are present in each classroom and students are encouraged to select books to read independently based on their interests and reading levels.

*Resource Classes (Art, Music, Media, PE) will study music, art, and text that are culturally diverse.

*Positive Behavior Clip Chart System is in place school-wide to promote positive behavior and to reward students for making good choices.

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

*Every K-5 Classroom at Normandy Village Elementary School utilizes the same positive behavior clip chart. Each day, students' clips begin at "Ready to Learn" and the clips move up and down the charts--depending on students' behaviors. If a student makes a not-so-great choice, they have the opportunity to move back up the chart by turning their behavior around.

*Baskets with clips also travel with students when they visit resources or common areas (gang restrooms, cafeteria).

*Discipline/Behavior Assemblies will be held at least twice a year to review the Student Code of Conduct and other topics such as bullying, bus behavior, etc.

*Members of the school-based Leadership Team and other adults in the building (especially during morning arrival) carry self-inking stamps to reward students for making good behavior choices.

*SIT (Shoulder to the Wall, Independently Engaged, Text in Hand) and WALK (Watch Where You Are Going, Arms, Hands, and Feet to Yourself, Level 0, Keep Right) signs posted in halls.

*All teachers utilize CHAMPs for behavior management and transitioning in classrooms.

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

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*All teachers utilize CHAMPs for behavior management and transitioning in classrooms.

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

*Girls Inc.: This year we have a new after-school program called Girls, Inc. This program supports 40 girls in grades KG-3 with self-confidence strategies and academics. Girls Inc. provides reading instruction from 3:00-4:00 during our "Take 2" Extra Reading Hour.

*Leaders of Tomorrow (LOTs): Normandy Village Elementary School will create a team of Leaders of Tomorrow consisting of 4th and 5th grade students that need mentoring, academic, and behavior support. These students will serve as leaders in the school--each one being assigned to a teacher to assist with morning duties and to serve as mentors to younger students.

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

Attendance: 107 of the students enrolled during the 2013-2014 school year were reported absent 18 or more days; absenteeism, tardiness, and early check-out are school-wide issues that we will be focusing on improving through constant communication with parents and providing rigorous, engaging instruction that makes students excited about learning.

Out-of-School Suspension: During the 2013-2014 school year, 12 students received out-of-school suspension.

Course Failure in ELA or Math: During the 2013-2014 school year, 36 were retained due to one or more core subjects (i.e. Reading or Math).

Level 1 on FCAT 2.0: Thirteen 3rd graders received a Level 1 on the Spring Reading FCAT 2.0.

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	36	23	14	12	6	16	107
One or more suspensions	1	0	1	1	2	0	5
Course failure in ELA or Math	8	11	2	12	0	3	36
Level 1 on statewide assessment	0	0	0	13	0	0	13

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

Indicator	Grade Level	
	4	Total
Students exhibiting two or more indicators	1	1

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

- *Parents are notified by Guidance Counselor of attendance, tardy, and early check-out occurrences
- *School Attendance is promoted through monthly communication newsletters to parents/guardians.
- *Students are awarded charms for attendance, academics, and good behavior in the classroom, cafeteria, and other common areas.
- *All students in Grades KG-5 participate in our "Take 2" Extended Reading Hour from 3:00-4:00 each day.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

See Parent Involvement Plan

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

- *Business and Faith-Based Partnerships within our community receive invitations to school events and are encouraged to volunteer.
- *Business and Faith-Based Partnerships are shared with parents through the school's website, newsletters, and bulletin board located at the entrance of the school.
- *Faculty and Staff support the Business and Faith-Based Partnerships (i.e. supporting businesses, attending functions)

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
Connor, Lindsey	Principal
Dailo, Jean Paul	Instructional Coach
Matthews, Michelle	Guidance Counselor

Duties

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

*Principal (Lindsey Star Connor): Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.

*Assistant Principal (Michelle Matthews): provides support during Collaborative Planning with planning explicit whole-group instruction and assists teachers with using data to develop differentiated rotations/centers. Mrs. Matthews is the Testing Coordinator and maintains school level, grade level, and individual class data spreadsheets to monitor student progress. Mrs. Matthews' experience as a school-based coach and district specialist allows her to assist with developing instructional plans, resources, and assessments in addition to the district curriculum guides. In addition, one area that the school will work on developing is the integration of writing into all content areas, including resources.

*Math Coach (Jean-Paul Dailo): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

*Reading Coach (Sue Coots): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

*Reading and Math Interventionist (Rachel Rigdon and Angela Stores): Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/ materials into Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

*School Counselor (Corene Davis): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

*Special Education Teachers (Kim Jensen and Pam Adamson): Participates in student data

collection; assists in determination for further assessment; integrates core instructional activities/ materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

*Foundations Team Chair (Cherie DiChiara): Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

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 team will meet weekly.

*Review universal screening data and link to instructional decisions;

*Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through reading and math interventionists during school and after-school programs provided by outside programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Christin Quattrone	Parent
Michelle Matthews	Principal
Lindsey S. Connor	Principal
Rebecca Mercier	Parent
Vickie Wright	Education Support Employee

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 SAC Committee reviewed the 2013-2014 SIP and will review the 2014-2015 SIP. In addition, the SIP will be made available for all parents to view in the Main Office as well as online.

Development of this school improvement plan

A meeting was held on Sept. 12, 2013. The SIP was explained by the Principal and the academic goals were discussed. The SAC asked that the following items be a part of the SIP:

- Utilize the technology lab.
- Increase the number of academic field trips taken by students.
- Use Title I dollars for after school tutoring.
- Parent conferences a minimum of twice a year using current data.

Preparation of the school's annual budget and plan

The SAC Committee met in October to discuss the usage of School Improvement Funds. A unanimous decision was made to use the funds to purchase additional technology for the school.

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

The School Improvement Funds allocated last year will be used to purchase additional technology for the school (i.e. laptops, tablets).

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

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
	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The main goal of the Literacy Leadership Team is to improve the reading achievement of all students. To accomplish this goal, we will utilize data from i-Ready, DAR, Achieve 3000 (3-5), Write to Learn (5), Curriculum Guide Assessments (CGAs), and Checks for Understanding that are aligned to the Language Arts Florida Standards (LAFS) to identify areas in need of improvement in Reading and Writing.

Students will participate in whole-group instruction as well as small-group instruction based upon their individual needs. The Reading Coach will model reading and guided reading lessons for identified Tier 2 and Tier 3 teachers as needed. Weekly grade level PLCs will take place to analyze data, look at student work and plan for instructional "next steps".

Public and Collaborative Teaching

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

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

*Teachers have requested that they have collaborative planning two days a week. Teachers will work with coaches and administrators to develop explicit lesson plans and provide the professional development needed to support teachers with instruction.

*Vertical Learning Communities (VLCs) will occur monthly for the following content areas: Reading, Writing, Math, Science, Technology, RtI, Foundations, and Parent Involvement,

*In addition to the two fifty-minute Collaborative Planning sessions, all classroom teachers receive an additional 150 minutes a week of additional planning time where they can meet with their individual grade levels, work independently, or meet with the instructional coaches.

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

- * Regular meetings of new teachers with PDF and principal. (Principal)
- * Partnering new teachers with mentors. (Principal, Mentors)
- * New Teacher support (Principal, Assistant Principal, Coaches, PDF, Mentors)
- * Content-Area District Specialists/MINT Specialist

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

*Novice Teacher: Angela Sorrentino; Mentor: Donna Ayers: Ms. Ayers is a veteran teacher with several years of experience with elementary-aged students. She is highly-skilled at moving non-proficient readers to meeting and exceeding end-of-the-year expectations. Ms. Ayers is CET certified.

*Novice Teacher: Katelyn Bryant; Mentor: Marsha Meyer: Ms. Bryant is a first-year teacher; however, her experience with working with young children and developing leadership skills through team sports will be a wonderful asset to our school. Ms. Meyer is CET certified.

*Novice Teacher: Helen Russell; Mentor: Crystal Estep: Ms. Estep currently serves as a 1st grade teacher with "Effective" observations. She is in close proximity with Ms. Russell as they teach across the hall from one another. Ms. Estep is CET certified.

*Novice Teacher: Meagan Lasoff; Mentor: Sue Coots: Ms. Coots currently serves as the school-based Reading Coach. Her wealth of knowledge and experience with students in the primary grades will be very beneficial in supporting Ms. Lasoff with differentiating her instruction to meet the needs of the students in her class. Several of our 3rd graders are entering 3rd grade with a lack of decoding/word-attack skills, fluency, and comprehension strategies. Ms. Coots' expertise in guided reading and small-group instruction will increase student proficiency. Ms. Coots is CET certified.

*Novice Teacher: Ms. Gribben; Mentor: Cherie DiChiara: Ms. Gribben transitioned in September from a Kindergarten teacher to our 4th grade Science/Writing teacher. Ms. DiChiara currently serves as the school-based Science Coach. Ms. DiChiara has experience teaching primary and intermediate Science in Title 1/low SES schools. In addition, she holds certification in Middle Grades Science 5-9 and is very knowledgeable of the NGSSS for Science in Grades K-6. Ms. DiChiara is CET certified.

*Novice Teacher: Betsey Vixie; Mentor: Corrine Smith: Ms. Smith currently serves as the 5th Grade ELA teacher at Normandy Village. Ms. Smith has experience in 4th and 5th Grade ELA; she has "looped" with classes of students resulting in significant learning gains. She works hard at engaging her students in accountable talk, engaging debates on current events and topics that are aligned with the Florida Standards for Speaking and Listening. Ms. Smith is CET certified.

*Novice Teacher: Jennifer Lucas; Mentor: Mrs. Stores: Mrs. Stores currently serves as the school-based Math Interventionist. Mrs. Stores has experience teaching primary and intermediate Math in Title 1/low SES schools.

*Novice Teacher: Elizabeth Carr; Mentor: Ms. Carr is a first-year teacher; however, she is in the process of continuing her education and working on her Master's degree. Her mentor, Ms. Coots, currently serves as the school's Reading Coach and her expertise in small-group instruction and planning in the primary grades will greatly benefit our new teachers, including Ms. Carr. Ms. Coots is CET certified.

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

*ELA: ELA lessons will be developed using the Gradual Release of Responsibility Model (GRRM) and the Close Reading Model. Close Reading Lessons are aligned with Anchor Standards 1 and 10. GRRM lessons will focus on one LAFS per lesson cycle. District Curriculum Guides will be utilized as guides when planning instruction that will meet the diverse needs of our student population. The iReady supplemental program will be used during small-group instruction to increase reading proficiency of students. In addition, iReady lessons will be prescribed to further differentiate instruction for individual students. Achieve 3000 and Write to Learn are computer-based programs that will also be available to students in Grades 3-5 to support reading and writing instruction. Achieve 3000 can be differentiated by students' Lexile levels while still exposing students to grade-level text.

*Math: Math lessons will be developed using the Gradual Release of Responsibility Model (GRRM). Math Investigations will serve as the core Math curriculum; Envision will serve as a supplemental curriculum. District Curriculum Guides will be utilized as guides when planning instruction that will meet the diverse needs of our student population. The iReady supplemental program will be used during small-group instruction to increase math proficiency of students. In addition, iReady lessons will be prescribed to further differentiate instruction for individual students. Ready Common Core will be utilized as a resource during small-group instruction.

*Science: Science lessons will be developed using the Gradual Release of Responsibility Model (GRRM). District Curriculum Guides will be utilized as guides when planning instruction that will meet the diverse needs of our student population. All students will participate in a Science lab/aligned investigation once a week. The school Science Lab will be available for use by all teachers/students as needed; Science Coach will maintain a Lab Schedule. Normandy Village Elementary is a P-SELL school; additional lessons are provided by our District Specialist for this program. Interactive Science consumable books are utilized in all classrooms, K-5.

*Social Studies: Social Studies benchmarks are embedded into the core reading instruction. Novels and additional non-fiction text resources have been purchased and provided by the district that are aligned with grade-level Social Studies Content. Achieve 3000 and Write to Learn are computer-based programs available to students in Grades 3-5 that can also be used as resources to align with Social Studies instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

*The Reading and Math Interventionists will collect, review, and analyze multiple sets of data to provide intensive, individualized support to increase reading and math proficiency. The data from these students will be monitored weekly by Interventionists and the Leadership Team to ensure that students are making sufficient progress.

*Student Work will be reviewed through Collaborative Planning by teachers and the Leadership Team to drive future whole-group, small-group, and individualized instruction.

*Data from DAR, iReady, Achieve 3000, Write to Learn, CGAs and Exit Tickets will be used to plan differentiated Reading, Math and Science Centers.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Students in Grades K-5 will receive an additional hour of intensive reading instruction from 3:00-4:00 p.m. each day. During this hour, students will engage in Close Reading lessons, Informational/Opinion Writing Lessons and teacher/student conferences, and differentiated Reading Rotations. 3rd, 4th, and 5th Grade students will utilize Achieve 3000 during the extended hour with the goal of completing 1-2 lessons per week; 5th Graders will use the Write to Learn program 2-3 days a week to provide additional writing time.

Strategy Rationale

Because the extended hour is dedicated to intense reading instruction, proficiency should increase in reading and writing as evidenced in the Florida State Assessment and district baselines and curriculum guide assessments for Grades K-2.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Data will be collected at the close of each Saturday session by using assessments provided by the district.

Strategy: After School Program

Minutes added to school year: 31

Girls, Inc. (KG-3 Girls)

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Connor, Lindsey, adkinsl@duvalschools.org

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

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

*Incoming Pre-K and Kindergarten students and their parents were invited to a back-to-school orientation held Friday, August 15, 2014. Parents/Guardians were allowed to escort their child(ren) to class the first week of school. On Friday, August 22, 2014, letter was sent home to ensure parents

that their child(ren) would be safely escorted to class by faculty, staff, and/or safety patrol members if need be. In order to maximize instructional time, parents would no longer be allowed to walk their child(ren) to class.

*Fifth Grade students will attend a field trip to Joseph Stillwell Middle School in the Spring of 2015 to familiarize themselves with the middle school setting and core/elective options.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the percentage of proficiency on the English Language Arts Florida Standards Assessment by 6% (37%-->43%) or more in Grades 3-5; increase the percentage of proficiency on the Mathematics Florida Standards Assessment by 6% (40%-->46%) or more in Grades 3-5; and increase the percentage of proficiency on the Writing Component of the Florida Standards Assessment by 6% (42%-->48%) or more in Grade 4.
- G2.** Increase the percentage of learning gains on the English Language Arts Florida Standards Assessment by 4% (59%--> 63%) and increase the percentage of learning gains on the Mathematics Florida Standards Assessments by 5% (51%--> 56%).
- G3.** Increase the percentage of bottom quartile learning gains on the English Language Arts Florida Standards Assessment by 3% (87%-->90%) or more in Grades 3-5; increase the percentage of bottom quartile learning gains on the Mathematics Florida Standards Assessment by 4% (59%-->63%) or more in Grades 3-5.
- G4.** Increase the percentage of proficiency (3 or above) on the 2015 Science FCAT 2.0 by 6% or more (37%-->43%).

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. Increase the percentage of proficiency on the English Language Arts Florida Standards Assessment by 6% (37%-->43%) or more in Grades 3-5; increase the percentage of proficiency on the Mathematics Florida Standards Assessment by 6% (40%-->46%) or more in Grades 3-5; and increase the percentage of proficiency on the Writing Component of the Florida Standards Assessment by 6% (42%-->48%) or more in Grade 4. **1a**

 G040431

Targets Supported **1b**

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal **2**

- School-Based Reading Coach
- Reading Interventionist
- PreK-2 and 3-5 ELA District Specialists
- Principal and Assistant Principal

Targeted Barriers to Achieving the Goal **3**

- Student Engagement
- Knowledge of the Instructional Framework and the Gradual Release Model

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

CGA's; lesson plans; FCAT Reading, Math, & Science; Completion of Coaching Cycles; PLC agendas; observations.

Person Responsible

Lindsey Connor

Schedule

Monthly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Proficiency in Reading will increase by 6%; Proficiency in Math will increase by 6%; Proficiency in Science will increase by 6%.

G2. Increase the percentage of learning gains on the English Language Arts Florida Standards Assessment by 4% (59%--> 63%) and increase the percentage of learning gains on the Mathematics Florida Standards Assessments by 5% (51%--> 56%). 1a

G040433

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Bi-Weekly Collaborative Planning Sessions with School-Based Leadership Team
- School-Based Reading and Math Coaches
- Full-Time Reading and Math Interventionists
- PreK-2 ELA, 3-5 ELA, and Math District Specialists
- iReady Computer Program for Reading and Math for Grades K-5
- Achieve 3000 Computer Program for Grades 3-5
- Write to Learn Computer Program for Grade 5
- District Curriculum Guides, Resources, and Assessments

Targeted Barriers to Achieving the Goal 3

- More time was spent teaching whole-group instruction compared to differentiated, small-group instruction. The Gradual Release of Responsibility Model was not implemented with fidelity. Students working above or below grade-level expectations lacked engagement in rigorous and challenging instruction/assignments catered to individual students' instructional/independent learning levels.

Plan to Monitor Progress Toward G2. 8

Baseline/CGA Data, Student Work Samples, Small-Group Lesson Plans, Anecdotal Notes

Person Responsible

Janet Brown

Schedule

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

Evidence of Completion

Increase in Proficiency from FCAT 2.0 Reading/Math to new Florida Standards Assessments for ELA and Math

G3. Increase the percentage of bottom quartile learning gains on the English Language Arts Florida Standards Assessment by 3% (87%-->90%) or more in Grades 3-5; increase the percentage of bottom quartile learning gains on the Mathematics Florida Standards Assessment by 4% (59%-->63%) or more in Grades 3-5. 1a

G040434

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Reading Coach & Interventionist
- Math Coach & Interventionist
- Achieve 3000
- I-Ready: Reading & Math
- Classroom Teachers

Targeted Barriers to Achieving the Goal 3

- Students entering grade level below grade level expectations (reading and math).
- Lack of differentiated instruction during core instruction and center rotations.

Plan to Monitor Progress Toward G3. 8

Data from: iReady, Achieve3000, District CGAs, teacher made assessments, & small group instruction,

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Data Notebooks & Teacher observation of students' progress

G4. Increase the percentage of proficiency (3 or above) on the 2015 Science FCAT 2.0 by 6% or more (37%-->43%). 1a

G040437

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Curriculum Guide Assessments
- 2014 FCAT Results
- P-SELL Curriculum
- Teacher-Made Assessments Aligned to Complexity of the Benchmarks
- Weekly Science Labs
- Interactive Journals
- Gizmos
- Interactive Science Curriculum
- Field Trips (MOSH, Marine Science Center, STARBASE)
- District Science Specialist (P-SELL)
- School-Based Science Coach
- Weekly Collaborative Planning Sessions for Science and Writing

Targeted Barriers to Achieving the Goal 3

- Students are entering 5th Grade reading below grade-level expectations. Fluency, word attack, and comprehension skills are not at grade level.

Plan to Monitor Progress Toward G4. 8

Review Science Baseline and CGA Data, Teacher-Created Assessments/Exit Tickets, Student Work Samples through Collaborative Planning and Data Chats

Person Responsible

Cynthia Smith

Schedule

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

Evidence of Completion

Science Baseline and CGA Data, Teacher-Created Assessments/Exit Tickets, Student Work Samples

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. Increase the percentage of proficiency on the English Language Arts Florida Standards Assessment by 6% (37%-->43%) or more in Grades 3-5; increase the percentage of proficiency on the Mathematics Florida Standards Assessment by 6% (40%-->46%) or more in Grades 3-5; and increase the percentage of proficiency on the Writing Component of the Florida Standards Assessment by 6% (42%-->48%) or more in Grade 4. **1**

 G040431

G1.B1 Student Engagement **2**

 B097738

G1.B1.S1 Provide professional development during Collaborative Planning on what authentic student engagement looks and sounds like in classroom (i.e. Collaborative Strategies, Kagan Strategies). **4**

 S109004

Strategy Rationale

Although classroom management techniques are in place and student behavior is good, students are engaged at a compliance level.

Action Step 1 **5**

The Leadership Team will provide professional development through Collaborative Planning on authentic student engagement.

Person Responsible

Schedule

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

Evidence of Completion

Collaborative Planning, Agendas, Lesson Plans, and Formal/Informal Observations

Action Step 2 5

The Leadership Team will provide professional development through Collaborative Planning on higher-order questions and rigorous tasks that meet the complexity of the standards.

Person Responsible

Schedule

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

Evidence of Completion

Collaborative Planning, Agendas, Lesson Plans, and Formal/Informal Observations

Action Step 3 5

The Leadership Team will provide professional development through Collaborative Planning on lesson planning and instructional frameworks.

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Collaborative Planning, Agendas, Lesson Plans, and Formal/Informal Observations

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

Teachers will participate in Common Planning sessions at least twice a week with grade level team members and the school-based Leadership Team. Teachers will receive support with lesson planning and instructional frameworks.

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Collaborative Planning Participation, Lesson Plans, Formal/Informal Observations

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

iReady, DAR, Achieve 3000, Write to Learn, and CGA data; student work samples

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Collaborative Planning Participation, Lesson Plans, Student Work, Formal/Informal Observations, Data from iReady, DAR, Achieve3000, Write to Learn, CGA

G1.B1.S2 Teachers will utilize questions and tasks from grade-level appropriate text to demonstrate understanding and to support their ideas in discussion and writing. 4

 S109005

Strategy Rationale

Whole-Group and Small-Group lessons are not purposeful. They lack explicit instruction and rigor. In addition, students are not exposed to enough informational text. Tapping into students' interests through surveys, conferences, etc. will give insight into text selection and have a positive impact on authentic student engagement.

Action Step 1 5

Coaching Cycle focusing on Gradual Release and Instructional Framework for Teachers in Tier III.

Person Responsible

Schedule

Evidence of Completion

Coaches logs; feedback forms; observations;

Action Step 2 5

PLC's focusing on Instructional Framework and the Gradual Release model to build teacher knowledge on implementation.

Person Responsible

Schedule

Evidence of Completion

PLC agendas

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

Teachers will participate in PLCs to review the Instructional Framework and Gradual release model. Coaches will model in classrooms.

Person Responsible

Schedule

Evidence of Completion

Lesson plans, Informal and Formal Observations, Coaches Logs, PLC agendas

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

Observations of teacher's ability to implement the Instructional Framework and Gradual Release model with fidelity.

Person Responsible

Schedule

Evidence of Completion

Formal and informal observations

G1.B1.S3 Teachers will differentiate tasks and assignments based on individual students' needs. 4

S109006

Strategy Rationale

Students often become disengaged when the content is not at a challenging, rigorous instructional level.

Action Step 1 5

Analyze student data to determine individual students' needs.

Person Responsible

Schedule

Evidence of Completion

Lesson plans, data from assessments

Action Step 2 5

Conduct PLCs that address using data to differentiate individual and group assignments and activities within the classroom setting

Person Responsible

Schedule

Evidence of Completion

Lesson plans, small group plans, data from assessments

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

Lesson plans, small group lesson plans

Person Responsible

Schedule

Evidence of Completion

Informal/Formal Assessments, small group plans, classwork

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

Data from district and classroom assessments

Person Responsible

Schedule

Evidence of Completion

Increased student achievement as indicated by assessment data

G1.B2 Knowledge of the Instructional Framework and the Gradual Release Model 2

 B097742

G1.B2.S1 Teachers will receive professional development on the Gradual Release Model and the Instructional Framework 4

 S109013

Strategy Rationale

Action Step 1 5

Ongoing PLCs that instruct teachers on the Instructional Framework and Gradual Release Model

Person Responsible

Schedule

Evidence of Completion

Agendas from PLCs

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

Coaches will instruct teachers on the proper implementation of the Instructional Framework and Gradual Release Model during weekly PLC meetings with teachers

Person Responsible

Schedule

Evidence of Completion

Coaches logs, PLC agendas

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

Classroom teachers will be observed to monitor the transfer of professional development on the Gradual Release Model and Instructional Framework to actual practice within the classroom

Person Responsible

Schedule

Evidence of Completion

Coaches reflection logs, Informal and Formal observations

G1.B2.S2 School based coaches will model the proper use of the Instructional Framework and Gradual Release Model within the classrooms 4

 S109014

Strategy Rationale

Action Step 1 5

Coaches will model in identified classrooms to demonstrate the use of the Instructional Framework and Gradual Release Model. Teachers will complete observation forms during these model lessons and debrief with the coach afterwards

Person Responsible

Schedule

Evidence of Completion

Coaching logs, teacher observation forms

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Coaches logs will be reviewed weekly to monitor the consistency of modeling in classrooms

Person Responsible

Schedule

Evidence of Completion

Commentary on Coaches Logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Teachers will properly implement the Instructional Framework and Gradual Release Model in their classroom instruction

Person Responsible

Schedule

Evidence of Completion

Informal and Formal Observations

G1.B2.S3 Teachers will plan and deliver lessons using the Instructional Framework and Gradual Release Model 4

 S109015

Strategy Rationale

Action Step 1 5

Teachers will plan with coaches during PLCs

Person Responsible

Schedule

Evidence of Completion

PLC agendas, coaches logs, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Coaches will consistently plan with teachers to assist them with the implementation of the Instructional Framework and Gradual Release Model

Person Responsible

Schedule

Evidence of Completion

Coaches logs, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Teachers will be observed using the Instructional Framework and Gradual Release Model

Person Responsible

Schedule

Evidence of Completion

Informal and formal observations, coaches logs and reflections

G2. Increase the percentage of learning gains on the English Language Arts Florida Standards Assessment by 4% (59%--> 63%) and increase the percentage of learning gains on the Mathematics Florida Standards Assessments by 5% (51%--> 56%). **1**

G040433

G2.B1 More time was spent teaching whole-group instruction compared to differentiated, small-group instruction. The Gradual Release of Responsibility Model was not implemented with fidelity. Students working above or below grade-level expectations lacked engagement in rigorous and challenging instruction/assignments catered to individual students' instructional/independent learning levels. **2**

B097751

G2.B1.S1 Small-group instruction within the classroom tailored to targeted areas of deficit for bottom quartile students **4**

S109024

Strategy Rationale

Students were not provided with enough time for differentiated, small-group instruction; more time was spent focusing on core, Tier 1 instruction. In addition, bottom quartile gains in Reading (87%) and Math (59%) indicate that more time was spent working with lower-performing students (Reading/Math Interventionists); while the students working at or above grade-level did not receive enough differentiated, rigorous instruction to maintain/increase learning gains.

Action Step 1 **5**

Teachers will participate in Collaborative Planning sessions with the school-based Leadership Team to receive support in planning differentiated rotations/centers based off of student data.

Person Responsible

Janet Brown

Schedule

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

Evidence of Completion

Collaborative Planning Agendas, Small-Group Lesson Plans, Informal/Formal Observations, Student Work Samples

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

Principal and Assistant Principal will conduct formal/informal observations during small-group instruction time, review student work samples and small-group plans, etc.

Person Responsible

Janet Brown

Schedule

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

Evidence of Completion

Lesson Plans and Delivery, Data Chats, Formal/Informal Observation

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

Principal and Assistant Principal will conduct formal/informal observations during small-group instruction time, review student work samples and small-group plans, etc.

Person Responsible

Janet Brown

Schedule

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

Evidence of Completion

Small-Group Lesson Plans, Student Work Samples, Informal/Formal Observations

G2.B1.S2 Utilization of a School Based Interventionist for Reading to work with bottom quartile students

4

 S109025

Strategy Rationale

Action Step 1 5

Bottom quartile students will receive intensive remediation in identified areas of weakness from school based interventionists

Person Responsible

Schedule

Evidence of Completion

Interventionist's lesson plans, schedules and logs

Action Step 2 5

Identify the areas for improvement in our bottom quartile students and plan for targeted instruction in those areas

Person Responsible

Schedule

Evidence of Completion

Data analysis, school data notebook, interventionist's lesson plans, schedules and logs

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

School based interventionist's logs and lesson plans will be monitored

Person Responsible

Schedule

Evidence of Completion

Lesson plans, logs, schedules

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

Bottom quartile students' progress will be monitored throughout the year to ascertain their growth in identified areas of weakness

Person Responsible

Schedule

Evidence of Completion

CGAs, classroom assessments, interventionist's assessments


G3. Increase the percentage of bottom quartile learning gains on the English Language Arts Florida Standards Assessment by 3% (87%-->90%) or more in Grades 3-5; increase the percentage of bottom quartile learning gains on the Mathematics Florida Standards Assessment by 4% (59%-->63%) or more in Grades 3-5. 1

 G040434

G3.B1 Students entering grade level below grade level expectations (reading and math). 2

 B097755

G3.B1.S1 Collaborative Planning on Small Group Instruction w/ differentiation 4

 S112429

Strategy Rationale

Teachers along w/ instructional support from admin & instructional coaches will be able to collaborate on developing differentiated lessons & activities to meet the needs of all students.

Action Step 1 5

Leadership will provide professional development through Collaborative Planning on differentiated instruction for below level, progressing, and above grade level students.

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Small group instruction lesson plans; Core instruction lesson plans; sign-in book w/ agendas

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

Informal/Formal Observations; Monitor Lesson Plans;

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Lesson Plans for core instruction and small group instruction during center rotations;
Collaborative Planning Sign-In journal

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

Admin will monitor lesson plans for core instruction & small group instruction. Leadership will assist with planning and data analysis of assessments given.

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

The evidence collected will be data, lesson plans for core & small group instruction.

G3.B1.S2 Vertical Planning during Early Dismissal Training 4

S112430

Strategy Rationale

By planning & collaborating with other grade levels, teachers will be able to create activities of differentiated levels.

Action Step 1 5

Teachers will collaborate w/ colleagues of different grade levels on below & above grade level activities.

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Lesson Plans for core instruction, lesson plans for small groups, differentiated center activities

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

Members of Leadership will monitor & facilitate collaborative planning sessions.

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Members of Leadership will monitor & facilitate collaborative planning sessions.

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

Members of Leadership will monitor & facilitate collaborative planning sessions.

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Members of Leadership will monitor & facilitate collaborative planning sessions.

G3.B2 Lack of differentiated instruction during core instruction and center rotations. 2

 B097757

G3.B2.S1 Professional Development on developing & creating differentiated lessons & activities for instruction and center rotation activities. 4

 S109034

Strategy Rationale

Increase the teacher pedagogy of content area & how to differentiate instruction based on students' needs.

Action Step 1 5

Leadership Team will facilitate professional development for teachers on developing and creating differentiated lesson and activities used during core instruction, center rotations, and small group instruction.

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Planned activities evidenced through lesson plans and small group plans as well as formal and informal observations

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

Professional Development Agendas and Sign-In Book

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Activities planned as evidenced in lesson plans, center rotations, & small group instruction

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

Assess activities prepared and used during instruction; look for evidence of student growth through assessment pieces such as classroom assessments, CGA's, and i-Ready; Formal & Informal observations will be done by admin.

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Student growth on assessment pieces such as classroom assessments, CGA's, and i-Ready.

G3.B2.S2 Collaborative planning w/ colleagues from other grade levels. 4

S109035

Strategy Rationale

Increase knowledge of differentiation through collaboration and vertical alignment.

Action Step 1 5

During Early Dismissal Days, teachers will plan collaboratively with colleagues from different grade levels to increase their knowledge of differentiated instruction.

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Planned activities evidenced in the teacher lesson plans, collaborative planning agendas & sign in book.

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

Leadership will facilitate and monitor the collaborative planning.

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Lesson plans, observations, evaluations, collaborative agendas & sign in book.

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

Leadership will facilitate and monitor the collaborative planning.

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Lesson plans, observations, evaluations, collaborative agendas & sign in book.

G4. Increase the percentage of proficiency (3 or above) on the 2015 Science FCAT 2.0 by 6% or more (37%-->43%). 1

 G040437

G4.B1 Students are entering 5th Grade reading below grade-level expectations. Fluency, word attack, and comprehension skills are not at grade level. 2

 B097769

G4.B1.S1 Students will receive explicit vocabulary instruction for content-specific and academic vocabulary words. 4

 S109056

Strategy Rationale

Students lack background knowledge/schema in science topics and concepts.

Action Step 1 5

Implement a 10-minute explicit daily vocabulary block in all classrooms exposing students to new content-specific vocabulary, academic vocabulary, and Tier II Vocabulary Words.

Person Responsible

Janet Brown

Schedule

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

Evidence of Completion

Lesson Plans and Delivery, Evidence in Classrooms (Charts, Student Work Samples), Classroom Walk-Throughs, Formal/Informal Observations

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

The School-Based Leadership Team will provide lesson planning support and other professional development during weekly Collaborative Planning Sessions.

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Lesson Plans and Delivery, Student Work Samples, Student/Teacher-Created Charts, Formal/Informal Observations

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

Principal and Assistant Principal will conduct formal/informal observations and review lesson plans

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Lesson Plans and Delivery, Student Work Samples, Student/Teacher-Created Charts

G4.B1.S2 Utilize Achieve 3000 to incorporate more non-fiction into the ELA classrooms and the Science classrooms. 4

S109058

Strategy Rationale

Students in grades K-5 are not exposed to a sufficient amount of non-fiction/informational text.

Action Step 1 5

Teachers will incorporate more non-fiction into instruction in ELA and Science classrooms in Grades K-5.

Person Responsible

Janet Brown

Schedule

Biweekly, from 6/2/2015 to 6/2/2015

Evidence of Completion

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

Review of Lesson Plans and Student Work, Formal/Informal Observations

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Lesson Plans and Delivery, Student Work Samples, Teacher/Student-Created Charts

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

Science Baseline and CGA Data, Teacher-Created Assessments/Exit Tickets, Student Work Samples will be discussed during Collaborative Planning sessions and scheduled Data Chats.

Person Responsible

Lindsey Connor

Schedule

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

Evidence of Completion

Science Baseline and CGA Data, Teacher-Created Assessments/Exit Tickets, Student Work Samples

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	The Leadership Team will provide professional development through Collaborative Planning on authentic student engagement.		9/9/2014	Collaborative Planning, Agendas, Lesson Plans, and Formal/Informal Observations	6/2/2015 biweekly
G1.B1.S2.A1	Coaching Cycle focusing on Gradual Release and Instructional Framework for Teachers in Tier III.		Coaches logs; feedback forms; observations;	once	
G1.B1.S3.A1	Analyze student data to determine individual students' needs.		Lesson plans, data from assessments	once	
G1.B2.S1.A1	Ongoing PLCs that instruct teachers on the Instructional Framework and Gradual Release Model		Agendas from PLCs	once	
G1.B2.S2.A1	Coaches will model in identified classrooms to demonstrate the use of the Instructional Framework and Gradual Release Model. Teachers will complete observation forms during these model lessons and debrief with the coach afterwards		Coaching logs, teacher observation forms	once	
G1.B2.S3.A1	Teachers will plan with coaches during PLCs		PLC agendas, coaches logs, lesson plans	once	
G2.B1.S1.A1	Teachers will participate in Collaborative Planning sessions with the school-based Leadership Team to receive support in planning differentiated rotations/centers based off of student data.	Brown, Janet	9/9/2014	Collaborative Planning Agendas, Small-Group Lesson Plans, Informal/Formal Observations, Student Work Samples	6/2/2015 biweekly
G2.B1.S2.A1	Bottom quartile students will receive intensive remediation in identified areas of weakness from school based interventionists		Interventionist's lesson plans, schedules and logs	once	

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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
G3.B2.S1.A1	Leadership Team will facilitate professional development for teachers on developing and creating differentiated lesson and activities used during core instruction, center rotations, and small group instruction.	Connor, Lindsey	9/9/2014	Planned activities evidenced through lesson plans and small group plans as well as formal and informal observations	6/5/2015 biweekly
G3.B2.S2.A1	During Early Dismissal Days, teachers will plan collaboratively with colleagues from different grade levels to increase their knowledge of differentiated instruction.	Connor, Lindsey	9/9/2014	Planned activities evidenced in the teacher lesson plans, collaborative planning agendas & sign in book.	6/5/2015 monthly
G4.B1.S1.A1	Implement a 10-minute explicit daily vocabulary block in all classrooms exposing students to new content-specific vocabulary, academic vocabulary, and Tier II Vocabulary Words.	Brown, Janet	9/9/2014	Lesson Plans and Delivery, Evidence in Classrooms (Charts, Student Work Samples), Classroom Walk-Throughs, Formal/Informal Observations	6/2/2015 weekly
G4.B1.S2.A1	Teachers will incorporate more non-fiction into instruction in ELA and Science classrooms in Grades K-5.	Brown, Janet	6/2/2015		6/2/2015 biweekly
G3.B1.S1.A1	Leadership will provide professional development through Collaborative Planning on differentiated instruction for below level, progressing, and above grade level students.	Connor, Lindsey	9/9/2014	Small group instruction lesson plans; Core instruction lesson plans; sign-in book w/ agendas	6/5/2015 monthly
G3.B1.S2.A1	Teachers will collaborate w/ colleagues of different grade levels on below & above grade level activities.	Connor, Lindsey	9/9/2014	Lesson Plans for core instruction, lesson plans for small groups, differentiated center activities	6/5/2015 biweekly
G1.B1.S1.A2	The Leadership Team will provide professional development through Collaborative Planning on higher-order questions and rigorous tasks that meet the complexity of the standards.		9/9/2014	Collaborative Planning, Agendas, Lesson Plans, and Formal/Informal Observations	6/2/2015 biweekly
G1.B1.S2.A2	PLC's focusing on Instructional Framework and the Gradual Release model to build teacher knowledge on implementation.		PLC agendas	once	
G1.B1.S3.A2	Conduct PLCs that address using data to differentiate individual and group assignments and activities within the classroom setting		Lesson plans, small group plans, data from assessments	once	
G2.B1.S2.A2	Identify the areas for improvement in our bottom quartile students and plan for targeted instruction in those areas		Data analysis, school data notebook, interventionist's lesson plans, schedules and logs	once	
G1.B1.S1.A3	The Leadership Team will provide professional development through Collaborative Planning on lesson planning and instructional frameworks.	Connor, Lindsey	9/9/2014	Collaborative Planning, Agendas, Lesson Plans, and Formal/Informal Observations	6/2/2015 biweekly
G1.MA1	CGA's; lesson plans; FCAT Reading, Math, & Science; Completion of Coaching Cycles; PLC agendas; observations.	Connor, Lindsey	9/26/2014	Proficiency in Reading will increase by 6%; Proficiency in Math will increase by 6%; Proficiency in Science will increase by 6%.	6/5/2015 monthly
G1.B1.S1.MA1	iReady, DAR, Achieve 3000, Write to Learn, and CGA data; student work samples	Connor, Lindsey	9/9/2014	Collaborative Planning Participation, Lesson Plans, Student Work, Formal/ Informal Observations, Data from iReady, DAR, Achieve3000, Write to Learn, CGA	6/2/2015 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.B1.S1.MA1	Teachers will participate in Common Planning sessions at least twice a week with grade level team members and the school-based Leadership Team. Teachers will receive support with lesson planning and instructional frameworks.	Connor, Lindsey	9/9/2014	Collaborative Planning Participation, Lesson Plans, Formal/Informal Observations	6/2/2015 weekly
G1.B2.S1.MA1	Classroom teachers will be observed to monitor the transfer of professional development on the Gradual Release Model and Instructional Framework to actual practice within the classroom		Coaches reflection logs, Informal and Formal observations	once	
G1.B2.S1.MA1	Coaches will instruct teachers on the proper implementation of the Instructional Framework and Gradual Release Model during weekly PLC meetings with teachers		Coaches logs, PLC agendas	once	
G1.B1.S2.MA1	Observations of teacher's ability to implement the Instructional Framework and Gradual Release model with fidelity.		Formal and informal observations	once	
G1.B1.S2.MA1	Teachers will participate in PLCs to review the Instructional Framework and Gradual release model. Coaches will model in classrooms.		Lesson plans, Informal and Formal Observations, Coaches Logs, PLC agendas	once	
G1.B2.S2.MA1	Teachers will properly implement the Instructional Framework and Gradual Release Model in their classroom instruction		Informal and Formal Observations	once	
G1.B2.S2.MA1	Coaches logs will be reviewed weekly to monitor the consistency of modeling in classrooms		Commentary on Coaches Logs	once	
G1.B1.S3.MA1	Data from district and classroom assessments		Increased student achievement as indicated by assessment data	once	
G1.B1.S3.MA1	Lesson plans, small group lesson plans		Informal/ Formal Assessments, small group plans, classwork	once	
G1.B2.S3.MA1	Teachers will be observed using the Instructional Framework and Gradual Release Model		Informal and formal observations, coaches logs and reflections	once	
G1.B2.S3.MA1	Coaches will consistently plan with teachers to assist them with the implementation of the Instructional Framework and Gradual Release Model		Coaches logs, lesson plans	once	
G2.MA1	Baseline/CGA Data, Student Work Samples, Small-Group Lesson Plans, Anecdotal Notes	Brown, Janet	9/9/2014	Increase in Proficiency from FCAT 2.0 Reading/Math to new Florida Standards Assessments for ELA and Math	6/2/2015 biweekly
G2.B1.S1.MA1	Principal and Assistant Principal will conduct formal/informal observations during small-group instruction time,	Brown, Janet	9/9/2014	Small-Group Lesson Plans, Student Work Samples, Informal/Formal Observations	6/2/2015 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	review student work samples and small-group plans, etc.				
G2.B1.S1.MA1	Principal and Assistant Principal will conduct formal/informal observations during small-group instruction time, review student work samples and small-group plans, etc.	Brown, Janet	9/9/2014	Lesson Plans and Delivery, Data Chats, Formal/Informal Observation	6/2/2015 biweekly
G2.B1.S2.MA1	Bottom quartile students' progress will be monitored throughout the year to ascertain their growth in identified areas of weakness		CGAs, classroom assessments, interventionist's assessments	once	
G2.B1.S2.MA1	School based interventionist's logs and lesson plans will be monitored		Lesson plans, logs, schedules	once	
G3.MA1	Data from: iReady, Achieve3000, District CGAs, teacher made assessments, & small group instruction,	Connor, Lindsey	9/9/2014	Data Notebooks & Teacher observation of students' progress	6/5/2015 monthly
G3.B2.S1.MA1	Assess activities prepared and used during instruction; look for evidence of student growth through assessment pieces such as classroom assessments, CGA's, and i-Ready; Formal & Informal observations will be done by admin.	Connor, Lindsey	9/9/2014	Student growth on assessment pieces such as classroom assessments, CGA's, and i-Ready.	6/5/2015 monthly
G3.B2.S1.MA1	Professional Development Agendas and Sign-In Book	Connor, Lindsey	9/9/2014	Activities planned as evidenced in lesson plans, center rotations, & small group instruction	6/5/2015 biweekly
G3.B1.S1.MA1	Admin will monitor lesson plans for core instruction & small group instruction. Leadership will assist with planning and data analysis of assessments given.	Connor, Lindsey	9/9/2014	The evidence collected will be data, lesson plans for core & small group instruction.	6/5/2015 weekly
G3.B1.S1.MA1	Informal/Formal Observations; Monitor Lesson Plans;	Connor, Lindsey	9/9/2014	Lesson Plans for core instruction and small group instruction during center rotations; Collaborative Planning Sign-In journal	6/5/2015 weekly
G3.B2.S2.MA1	Leadership will facilitate and monitor the collaborative planning.	Connor, Lindsey	9/9/2014	Lesson plans, observations, evaluations, collaborative agendas & sign in book.	6/5/2015 biweekly
G3.B2.S2.MA1	Leadership will facilitate and monitor the collaborative planning.	Connor, Lindsey	9/9/2014	Lesson plans, observations, evaluations, collaborative agendas & sign in book.	6/5/2015 biweekly
G3.B1.S2.MA1	Members of Leadership will monitor & facilitate collaborative planning sessions.	Connor, Lindsey	9/9/2014	Members of Leadership will monitor & facilitate collaborative planning sessions.	6/5/2015 weekly
G3.B1.S2.MA1	Members of Leadership will monitor & facilitate collaborative planning sessions.	Connor, Lindsey	9/9/2014	Members of Leadership will monitor & facilitate collaborative planning sessions.	6/5/2015 weekly
G4.MA1	Review Science Baseline and CGA Data, Teacher-Created Assessments/ Exit Tickets, Student Work Samples through Collaborative Planning and Data Chats	Smith, Cynthia	9/9/2014	Science Baseline and CGA Data, Teacher-Created Assessments/Exit Tickets, Student Work Samples	6/2/2015 monthly
G4.B1.S1.MA1	Principal and Assistant Principal will conduct formal/informal observations and review lesson plans	Connor, Lindsey	9/9/2014	Lesson Plans and Delivery, Student Work Samples, Student/Teacher-Created Charts	6/2/2015 weekly
G4.B1.S1.MA1	The School-Based Leadership Team will provide lesson planning support and other professional development during weekly Collaborative Planning Sessions.	Connor, Lindsey	9/9/2014	Lesson Plans and Delivery, Student Work Samples, Student/Teacher-Created Charts, Formal/Informal Observations	6/2/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S2.MA1	Science Baseline and CGA Data, Teacher-Created Assessments/Exit Tickets, Student Work Samples will be discussed during Collaborative Planning sessions and scheduled Data Chats.	Connor, Lindsey	9/9/2014	Science Baseline and CGA Data, Teacher-Created Assessments/Exit Tickets, Student Work Samples	6/2/2015 monthly
G4.B1.S2.MA1	Review of Lesson Plans and Student Work, Formal/Informal Observations	Connor, Lindsey	9/9/2014	Lesson Plans and Delivery, Student Work Samples, Teacher/Student-Created Charts	6/2/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase the percentage of proficiency on the English Language Arts Florida Standards Assessment by 6% (37%-->43%) or more in Grades 3-5; increase the percentage of proficiency on the Mathematics Florida Standards Assessment by 6% (40%-->46%) or more in Grades 3-5; and increase the percentage of proficiency on the Writing Component of the Florida Standards Assessment by 6% (42%-->48%) or more in Grade 4.

G1.B1 Student Engagement

G1.B1.S1 Provide professional development during Collaborative Planning on what authentic student engagement looks and sounds like in classroom (i.e. Collaborative Strategies, Kagan Strategies).

PD Opportunity 1

The Leadership Team will provide professional development through Collaborative Planning on authentic student engagement.

Facilitator

School-Based Leadership Team

Participants

Classroom Teachers and Resource Teachers

Schedule

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

PD Opportunity 2

The Leadership Team will provide professional development through Collaborative Planning on higher-order questions and rigorous tasks that meet the complexity of the standards.

Facilitator

School-Based Leadership Team

Participants

Classroom Teachers and Resource Teachers

Schedule

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

PD Opportunity 3

The Leadership Team will provide professional development through Collaborative Planning on lesson planning and instructional frameworks.

Facilitator

School-Based Leadership Team

Participants

Classroom Teachers and Resource Teachers

Schedule

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

G1.B1.S2 Teachers will utilize questions and tasks from grade-level appropriate text to demonstrate understanding and to support their ideas in discussion and writing.

PD Opportunity 1

Coaching Cycle focusing on Gradual Release and Instructional Framework for Teachers in Tier III.

Facilitator

Coaches

Participants

Specified Teachers

Schedule

PD Opportunity 2

PLC's focusing on Instructional Framework and the Gradual Release model to build teacher knowledge on implementation.

Facilitator

Coaches

Participants

Teachers

Schedule

G1.B1.S3 Teachers will differentiate tasks and assignments based on individual students' needs.

PD Opportunity 1

Analyze student data to determine individual students' needs.

Facilitator

School Based Coaches

Participants

Teachers

Schedule

PD Opportunity 2

Conduct PLCs that address using data to differentiate individual and group assignments and activities within the classroom setting

Facilitator

School Based Coaches

Participants

Teachers

Schedule

G1.B2 Knowledge of the Instructional Framework and the Gradual Release Model

G1.B2.S1 Teachers will receive professional development on the Gradual Release Model and the Instructional Framework

PD Opportunity 1

Ongoing PLCs that instruct teachers on the Instructional Framework and Gradual Release Model

Facilitator

School Based Coaches

Participants

Classroom teachers

Schedule

G1.B2.S2 School based coaches will model the proper use of the Instructional Framework and Gradual Release Model within the classrooms

PD Opportunity 1

Coaches will model in identified classrooms to demonstrate the use of the Instructional Framework and Gradual Release Model. Teachers will complete observation forms during these model lessons and debrief with the coach afterwards

Facilitator

School based coaches

Participants

Classroom teachers

Schedule

G1.B2.S3 Teachers will plan and deliver lessons using the Instructional Framework and Gradual Release Model

PD Opportunity 1

Teachers will plan with coaches during PLCs

Facilitator

School and District Based Coaches

Participants

Teachers

Schedule

G2. Increase the percentage of learning gains on the English Language Arts Florida Standards Assessment by 4% (59%--> 63%) and increase the percentage of learning gains on the Mathematics Florida Standards Assessments by 5% (51%--> 56%).

G2.B1 More time was spent teaching whole-group instruction compared to differentiated, small-group instruction. The Gradual Release of Responsibility Model was not implemented with fidelity. Students working above or below grade-level expectations lacked engagement in rigorous and challenging instruction/assignments catered to individual students' instructional/independent learning levels.

G2.B1.S1 Small-group instruction within the classroom tailored to targeted areas of deficit for bottom quartile students

PD Opportunity 1

Teachers will participate in Collaborative Planning sessions with the school-based Leadership Team to receive support in planning differentiated rotations/centers based off of student data.

Facilitator

School-Based Leadership Team

Participants

K-5 Classroom Teachers

Schedule

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

G2.B1.S2 Utilization of a School Based Interventionist for Reading to work with bottom quartile students

PD Opportunity 1

Identify the areas for improvement in our bottom quartile students and plan for targeted instruction in those areas

Facilitator

School based coaches

Participants

Leadership team members

Schedule

G3. Increase the percentage of bottom quartile learning gains on the English Language Arts Florida Standards Assessment by 3% (87%-->90%) or more in Grades 3-5; increase the percentage of bottom quartile learning gains on the Mathematics Florida Standards Assessment by 4% (59%-->63%) or more in Grades 3-5.

G3.B2 Lack of differentiated instruction during core instruction and center rotations.

G3.B2.S1 Professional Development on developing & creating differentiated lessons & activities for instruction and center rotation activities.

PD Opportunity 1

Leadership Team will facilitate professional development for teachers on developing and creating differentiated lesson and activities used during core instruction, center rotations, and small group instruction.

Facilitator

Administration, School-Based Instructional Coaches

Participants

Teachers

Schedule

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

G3.B2.S2 Collaborative planning w/ colleagues from other grade levels.

PD Opportunity 1

During Early Dismissal Days, teachers will plan collaboratively with colleagues from different grade levels to increase their knowledge of differentiated instruction.

Facilitator

Leadership Team

Participants

Teachers

Schedule

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

G4. Increase the percentage of proficiency (3 or above) on the 2015 Science FCAT 2.0 by 6% or more (37%-->43%).

G4.B1 Students are entering 5th Grade reading below grade-level expectations. Fluency, word attack, and comprehension skills are not at grade level.

G4.B1.S1 Students will receive explicit vocabulary instruction for content-specific and academic vocabulary words.

PD Opportunity 1

Implement a 10-minute explicit daily vocabulary block in all classrooms exposing students to new content-specific vocabulary, academic vocabulary, and Tier II Vocabulary Words.

Facilitator

District Science Specialist, School-Based Science Coach, Administration

Participants

Classroom Science Teachers

Schedule

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

G4.B1.S2 Utilize Achieve 3000 to incorporate more non-fiction into the ELA classrooms and the Science classrooms.

PD Opportunity 1

Teachers will incorporate more non-fiction into instruction in ELA and Science classrooms in Grades K-5.

Facilitator

School-Based Leadership Team

Participants

K-5 ELA and Science Teachers

Schedule

Biweekly, from 6/2/2015 to 6/2/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0