Bartram Springs Elementary

2014-15 School Improvement Plan

Bartram Springs Elementary

14799 BARTRAM SPRINGS PKWY, Jacksonville, FL 32258

http://www.duvalschools.org/bartramsprings

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	19%

Alternative/ESE Center	Charter School	Minority
No	No	44%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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
Not In DA	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

Bartram Springs Eagles will SOAR to attain educational excellence by providing a:
Safe and Nurturing Environment
Opportunities for Character Building
Academic Success through Rigorous Instruction
Relationships with the Community

Provide the school's vision statement

All students are inspired to achieve personal and academic success.

School Environment

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

Students are interviewed. Respect and self-esteem is at the heart of every classroom interaction. Teachers listen to children and encourage them to listen to others. Teachers help children understand classroom expectations. They give assignments that allow students to share their experiences and interests.
Teachers encourage classroom discussions that let students be the center of attention. They use a discipline systems that works. Teachers redirect children when they engage in challenging behavior. They engage in one-to-one interactions with children and attend extracurricular activities featuring your students.
Students work regularly in small groups helping to foster interactive relationships and build capacity for understanding and working with others.

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

Formed a Foundations committee to work on the school wide discipline plan.
• Effective Academic Support
• Social skills teaching
• Positive, proactive discipline
• Teaching school behavior expectations
• Active supervision and monitoring
• Positive reinforcement systems
• Firm, fair, and corrective discipline
• Effective classroom management
• Community and service learning

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

Key features of Bartram's School-wide Positive Behavior Support Plan
•Administrative leadership

- Team-based implementation
- Information used for decision making
- Behavioral expectations defined
- Behavioral expectations taught
- Appropriate behavior acknowledged and rewarded
- Behavioral errors monitored and corrected
- Family and community collaboration

Teach Social Behavior like Academic Skills
- Teach through multiple examples
- Teach where the problems are occurring
- Give frequent practice opportunities
- Provide useful corrections
- Provide positive feedback (4:1)
- Monitor for success
- Model expected behaviors with students and adults

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

Promotion and Primary Prevention strategies promote a school environment that supports the positive development of all students–socially, emotionally, and academically. These strategies include: social and emotional learning (SEL), positive behavior intervention and supports (PBIS), and response to intervention RTI). Training staff to build positive relationships with students in order to increase school connectedness.
Training students in conflict resolution and peer mediation techniques that allow them to take responsibility for
maintaining a positive school climate.

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

Microsoft Excel rosters were created and students are tracked who are absent at least 10 percent of the days
they are enrolled, are over -age for their grade level, or whose grade point averages have decreased by at least 0.50, who scored Level 1 on the FCAT and have been suspended for more than 1 day.

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	18	13	11	9	10	9	70
One or more suspensions	1	0	1	0	0	0	2
Course failure in ELA or Math	3	1	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	2	1	6	9

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

Indicator	Grade Level 5	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

Response to Intervention (RTI)
The use of the reading coach to provide intervention to improve teacher performance and raise academic achievement.
Implement Achieve 3000, I-Ready for reading and math, Write to Learn
Implement afterschool tutoring program

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

*Volunteering-to recruit and organize parent volunteers.
*Parenting-Help all families establish home environments to support children as students.
*Communicating-Design more effective forms of school-to-home and home-to-school communications with all families each year about school programs and their children's progress.
*Home Learning- Provide information and ideas to families about how to help students at home with homework and other curricular-related activities, decisions, and planning.
*Collaborating with the Community- Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
Some activities that include family and community members include:
- Dudes Do Read (Dads, grandpas, uncles, and other community members come and share a book with students in their classrooms.)
- Math / Science Night
- Ladies Love Literacy
- Parent Information Nights

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

Ensuring the coordination of programs to encourage and enhance capabilities for home support of learning and development; Promoting regular proactive communication with families to build positive relationships for the enhancement of the social, emotional, behavioral, and academic success of all students; and Inviting families to problem solve around school related concerns.
Engaging community/family partners to identify all reliable and valid Learning Supports' resources within the community; Engaging community/family partners to problem solve around gaps in Learning

Supports; and Inviting valid and reliable community/family Learning Supports' resources into the school to address any gaps in services while maintaining the integrity of the district's mission.

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
Wells, Caroline	Principal
Butterfield, Leigh	Assistant Principal
Caldwell, Jennifer	Guidance Counselor
Carr, Susan	Teacher, K-12
schmidt, vicki	Other
johnson, christine	Teacher, K-12
Ray , Cindy	Teacher, K-12
murdock, autumn	Teacher, K-12
cannington, lajune	Paraprofessional
Rogers, Jennifer	Teacher, K-12
sbalbi, kelli	Teacher, K-12
deushey-ward, cecilia	Teacher, K-12
gable, vicki	Administrative Support
Kirkland, Katherine	Assistant Principal

Duties

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

Principal-Communicate a clear and common vision, Demonstrate effective leadership practices to create a climate that supports and sustains staff during a reform process, Provide personnel resources and logistical support for the implementation of the model
Assistant Principal-Monitor implementation, modify training, technical assistance and support to sustain implementation, model the problem-solving process at the district level through the consistent use of data for decisions that improve student performance and the skills of the professional staff, ensure the use of program evaluation to evaluate the impact of implementation, and share data with staff
Reading Coach-Works to support teacher learning, teaching, coaching, and leading school reading programs. Focuses on providing professional development for teachers by providing them with the additional support needed to implement various instructional programs and practices.

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

Bartram Springs incorporates common planning time for teachers into the everyday school schedule. We maximize instructional time and create longer blocks of time for academic subjects, especially literacy and math. We meet student needs in instructional focus and also reduce specialized and pull-out programs for specific groups of students and teachers. Structures support personal relationships between students and teachers. We invest more resources in prevention than in remediation. All adults (including specialists, administrators, and paraprofessionals) have an explicit role in supporting improved student learning.

Significant resources are allocated for professional development to supports the school's comprehensive school reform design. All school programs and funds--including funds from special programs as well as external and private funds--support the academic processes. Technology is integrated as a tool to support comprehensive school reform design.

Our enrichment program focuses on planning instruction to challenge students at all levels, including those who are high achieving. Identified students are placed into enrichment classes which provide an accelerated learning pace and a variety of enrichment activities designed to challenge and promote independent learning for all students.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Maria Devries	Parent
Jaymes King	Parent
Tonya Garrett	Parent
Chris Bray	Parent
Rodney Tisdale	Teacher
Laura Leuthold	Parent
Tiffany Sorrells	Teacher
Caroline Wells	Principal
Calvin Simon	Teacher
Swati Athavale	Education Support Employee
Cameron Tucker	Parent
Krista Carpendedo	Parent
Ernesto Melendez	Parent
Dana Scott	Parent
Rishika Patel	Parent
Matthew Hamann	Parent
Margo Crafton	Business/Community
Roger Sulimirski	Business/Community
Lisa Newkirk	Parent
Cindy Ray	Teacher
Anne Dix	Business/Community
Renee Combs	Teacher
Alvie Estioko	Parent
Frida Hernandez	Teacher
Raquel Roshong	Parent
Sandhya Eswara	Parent

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

*Advertised the final draft of the school improvement plan and conducted a public meeting for community suggestions for modifications and served as an advocate in the community and the school for implementation and assists in public relations efforts related to the plan.
* Supports school improvement implementation
* Collects and analyzes information about the community and the school and received public input regarding needs (Needs Assessment) of the school. SAC provided ongoing review of the progress being made toward implementation of the school improvement plan. SAC evaluated success by monitoring short-term and long-term outcomes.

Development of this school improvement plan

The SAC will make an overall judgment about school improvement plan. The committee will review the data for each goal, monitor each target, and review the performance on all the goals. The committee will look for evidence that the action plan set forth by the school has been implemented. Steps taken:
*Conduct needs assessment
*Develop a collective vision
*Select and/or develop long-range objectives
*Develop activities
*Develop annual targets
*Finalize and submit plan in early September
*Mid-Year progress

Preparation of the school's annual budget and plan

.
1-A SAC assists in the preparation and evaluation of the school's improvement plan and in the preparation
of the school's annual budget, as well as other functions assigned to it by the district school board.
2-Monies received by a school for implementation of its school improvement plan may only be spent on programs or projects selected by the school advisory council.
3-Additionally, if the school receives a financial award pursuant to the Florida School Recognition Program, then the SAC, jointly with school staff, determine how to distribute the award, within statutory parameters.

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

No purchases were made using school improvement funds.

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

An appropriately balanced number of teachers, education support employees, parents, and other business and community citizens are representative of the ethnic, racial, and economic community served by the school.
Council members representing teachers, education support employees, students, and parents will be elected by their respective peer groups at the school in a fair and equitable manner as follows:
1. Teachers shall be elected by teachers.
2. Education support employees shall be elected by education support employees.
3. Students shall be elected by students.
4. Parents shall be elected by parents.

Literacy Leadership Team (LLT)

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

Name	Title
Butterfield, Leigh	Assistant Principal
Ray , Cindy	Teacher, K-12
Rogers, Jennifer	Teacher, K-12
Combs, Renee	Teacher, K-12
Kluge, Tracy	Teacher, K-12
langford, jeneen	Teacher, K-12
sisbarro, kathy	Teacher, K-12
Tinc, Debbie	Teacher, K-12
Cramer, Julia	Instructional Media
Pitts, Ingrid	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

To initiate and sustain change efforts in literacy instruction at the school level. The LLT will analyze data, provide input into the School Improvement Plan based on findings, and monitor the progress of literacy goals and objectives throughout the year. The LLT will monitor the progress of literacy initiatives and develop a plan for effective communication. The Lead Literacy Team will also take part in the development of staff professional development in some of the following areas:
Student Engagement
Consistent and Effective Use of Student Reading Conferences
Increase Student Reading Non-Fiction Text
Tier II and III Interventions
Effective Use of Student Reading and Science Journals
Creation of Family Literacy Night
Continued Implementation of Common Core Standards

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

Engage the full faculty in activities and discussions related to the school's mission, vision, and core values, Make new teachers feel welcome.
Create—and support—meaningful opportunities for teachers to work collaboratively. Identify ways to increase and/or improve faculty communication. Choose a professional development model that promotes relationship-building.
Principal holds voluntary bi-monthly feedback meetings to maintain open communications withe faculty members.
Resource schedule is designed to support regular collaborative work time for teachers. In addition, early dismissal days are scheduled to allow collaborative planning for grade levels as a whole. Reading coach and administration support professional development needs.
Early dismissal professional development also includes specific team-building activities planned by administration and/or teacher leaders.

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

At Bartram Springs Elementary School we provide all novice teachers with mentors. We ensure the class size ratio laws are met. We provide ongoing professional development. We ensure administrative supports for necessary materials and supplies and time for teacher planning.

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

Provide mentors for novice teachers. Mentors and mentees will meet weekly formally and informally to review student progress. They will spend time discussing instructional strategies that will ensure student success. They will plan and engage in visits to other classrooms to highlight and discuss effective instructional and behavioral strategies. Provide time for beginning teachers to visit 'model classrooms' to watch "best practices". Provide time for teachers to participate in professional learning communities for academic collaboration and professional growth. "New Teacher" meetings are held to provide opportunities for general discussion and dinformation

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

Bartram Spring will work to identify resources; textbooks, curriculum materials, high quality professional development opportunities, etc. that will help teachers effectively implement the standards. We will support teachers in aligning instruction with Florida standards, schools should provide access to a variety of high quality formative and interim assessment tools that are aligned with both the state standards and the curriculum materials teachers use in the classroom every day. Most important for classroom teachers effective standards implementation depends on the use of data to drive instruction. Schools must also have the technology infrastructure teachers need to have quick access to summative and interim assessment data and to analyze that data on the student, class, and school level.
Reading instruction will incorporate district provided text books. Due to the change in standards and the increase in rigor, reading texts will be moved down one grade level. (Kindergarten will use First Grade texts, First Grade will use Second Grade, etc.) Social Studies texts are also incorporated into reading instruction. Primary grades use the Michael Heggerty Phonemic Awareness Program and intermediate grades use novels for novel studies. Reading teachers will also use i-Ready and Achieve 3000 (intermediate grades) as well as other online resources.
Math instruction will incorporate Investigation and enVision Math texts and materials. Manipulatives are incorporated into instruction. Teachers access a variety of online resources including CPalms and sites with a variety of virtual teaching tools. Students use i-Ready.
Science instruction incorporates the use of district provided interactive text books.

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

We use a thoughtful planning process, develop learner profiles, assess student needs and student progress
create differentiated learning experiences, leverage technology to support differentiation, develop schoolwide support.
Create a learner-centered environment that allows for student choice, flexibility, and independence.

Focus on complexity rather than simplicity. Provide for various classroom grouping arrangements. Express openness to innovation and exploration.
Change the behaviors of teaching and instructional delivery to address student variance. Implement data-informed whole-class and small-group instruction. Use leveled curricula that enhances student learning
and achievement.

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: 2,520

1. Clearly defined program goals
2. Strong, experienced teachers providing the after school tutoring
3. Teachers that motivate students
4. A program that is well-aligned to the school day but provides new, different, and engaging learning opportunities for participants
5. Continual evaluation and assessment of the program and a staff that ensures goals are being met

Strategy Rationale

After-school hours are an opportunity to further engage students in academic, social, and physical activities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Butterfield, Leigh, butterfieldl@duvalschools.org

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

Because this is an extended day learning program, some of the same resources used during the school day are being used to track the students. The after school teachers are working with the classroom teachers to ensure this alignment.

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

Bartram Academy, a local preschool, as well as one of our business partners, takes annual tours of our kindergarten classrooms to see what a "typical day" is like in the elementary setting. We provide families with information about school registration, policies, and content standards for kindergarten. All information stated above is offered to students in the spring at a screening called "Kindergarten Round-Up."

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.   Increase the percentage of students making reading gains in the lowest 25% by 5%.

G2.   82% of the students will be proficient on the Florida Standards Assessment (FSA) English Language Arts

G3.   All students will meet our AMO 2014-2015 Math Targets

G4.   Increase the number of students achieving math gains in the lowest 25% by 5%

G5.   Increase the number of students achieving Level 3 in FCAT Science by 5%

G6.   Increase Community Involvement by building partnerships with businesses and enlisting their assistance with school-wide activities.

G7.   Develop and implement a school-wide Positive Behavioral Intervention and Supports Plan

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 students making reading gains in the lowest 25% by 5%. `1a`

🔍 G040567

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	73.0

Resources Available to Support the Goal `2`

- LAFS, Achieve 3000, Novel Studies, Curriculum Guides

Targeted Barriers to Achieving the Goal `3`

- Little evidence that teachers utilize assessment data to monitor student progress and make informed instructional decisions and small group placement

Plan to Monitor Progress Toward G1. `8`

Will schedule quarterly reviews of CGA Data along with monthly assessment data in order to monitor the lowest 25% in reading.

Person Responsible

Caroline Wells

Schedule

Monthly, from 9/8/2014 to 4/30/2015

Evidence of Completion

Formative Assessments: Monthly Achieve and I-Ready data, District CGAs Summative Assessment: 2014 FSA

G2. 82% of the students will be proficient on the Florida Standards Assessment (FSA) English Language Arts `1a`

🔑 G040568

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	83.0

Resources Available to Support the Goal `2`

- Making Words, FCCR Activities, I-Ready, Achieve 3000, Houghton Mifflin Leveled text for teacher led groups, Novel Sets.

Targeted Barriers to Achieving the Goal `3`

- The ability to effectively apply strategies to difficult texts

Plan to Monitor Progress Toward G2. `8`

Will administer a battery of informal and formal reading assessments to determine deficiencies in reading rate, fluency, word recognition, and comprehension. Monitor program implementation, instruction, student achievement, conducts assessment data chat meetings by grade level for purpose of planning instruction

Person Responsible

Leigh Butterfield

Schedule

On 4/1/2015

Evidence of Completion

Monitor benchmark and progress monitoring assessments, Walkabouts / Observations Assessment Data meetings / forms, Lesson Plans, Conferencing / Informal discussions

G3. All students will meet our AMO 2014-2015 Math Targets 1a

G040569

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	92.0

Resources Available to Support the Goal 2

- Investigations, enVision Math, I-Ready online, teacher made centers,

Targeted Barriers to Achieving the Goal 3

- Teachers need to develop a better understanding of how to utilize assessment data, progress monitor, and incorporate best practices to increase student achievement.

Plan to Monitor Progress Toward G3. 8

Person Responsible
Katherine Kirkland

Schedule
Monthly, from 9/1/2014 to 4/1/2015

Evidence of Completion
Teachers will meet with the Administrative Team when the latest student assessment data is released and update plans for differentiation.

G4. Increase the number of students achieving math gains in the lowest 25% by 5% `1a`

Targets Supported `1b`

G040577

Indicator	Annual Target
Math Lowest 25% Gains	82.0

Resources Available to Support the Goal `2`

- District Tier II Resources/Materials-I-Ready online, teacher made centers from investigations games, teacher made centers from enVision "Ready Made centers" book, Xtramath.org

Targeted Barriers to Achieving the Goal `3`

- Teachers need time set aside time for data analysis, discussions, and intervention planning for small groups and bottom quartile students

Plan to Monitor Progress Toward G4. `8`

Teachers will meet with the Admin team individually each to review latest student assessment data and update the Data Success Indicator forms for each student.

Person Responsible

Katherine Kirkland

Schedule

Monthly, from 9/1/2014 to 4/1/2015

Evidence of Completion

Administration and staff analyze and use data – standardized tests, student work, grades, formative assessments (e.g.,teacher/school-developed, benchmark, and diagnostic) and classroom observations to make data driven decisions:

G5. Increase the number of students achieving Level 3 in FCAT Science by 5% `1a`

🔍 G040578

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	92.0

Resources Available to Support the Goal `2`

- Scott Foresman Interactive Science, Worktext Grade 5, Explore Learning Gizmos, FCAT Explorer, Florida Focas, Leveled Readers

Targeted Barriers to Achieving the Goal `3`

- Not enough effective writing in science, investigations and/or hands-on activities during the Science instruction during grades k-4

Plan to Monitor Progress Toward G5. `8`

Create a science lab schedule for investigations to be done weekly in the classroom or science work room. Have students use their science journals daily.

Person Responsible

Leigh Butterfield

Schedule

Weekly, from 9/1/2014 to 4/1/2015

Evidence of Completion

Data from the CGAs will be analyzed monitored the effectiveness and student progress. Science lab data documented in journals will be monitored.

G6. Increase Community Involvement by building partnerships with businesses and enlisting their assistance with school-wide activities. `1a`

🔑 G057760

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- SAC and PTA members can help to find and recruit business partners.

Targeted Barriers to Achieving the Goal `3`

- Completing appropriate paperwork for official business partnership.

Plan to Monitor Progress Toward G6. `8`

Business Partner Agreements

Person Responsible

vicki gable

Schedule

Semiannually, from 9/2/2014 to 5/1/2015

Evidence of Completion

Agreements and contributions will be compiled and reported to the office of Community and Family Engagement

G7. Develop and implement a school-wide Positive Behavioral Intervention and Supports Plan `1a`

🔑 G057761

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Duval County Public Schools Student Support Office

Targeted Barriers to Achieving the Goal `3`

- Lack of training and knowledge

Plan to Monitor Progress Toward G7. `8`

Student behavioral data (referrals).

Person Responsible

Katherine Kirkland

Schedule

Quarterly, from 10/1/2014 to 5/22/2015

Evidence of Completion

Behavior referrals will be monitored and used to improve PBIS plan.

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 students making reading gains in the lowest 25% by 5%. [1]

🔍 G040567

G1.B2 Little evidence that teachers utilize assessment data to monitor student progress and make informed instructional decisions and small group placement [2]

🔍 B098179

G1.B2.S1 Teachers will progress monitor their students using a variety of assessments and participate in data discussions and lesson study/planning. [4]

🔍 S109462

Strategy Rationale

Students showed improved reading scores when teachers: monitored their progress, graphed their reading performance, used 'decisions rules' to determine whether to make a change in instruction while monitoring student progress

Action Step 1 [5]

Administrators will select appropriate materials, give appropriate training, set up systems to successfully
implement progress monitoring and set up systems to use the data to improve instruction

Person Responsible

Caroline Wells

Schedule

Monthly, from 9/1/2014 to 4/1/2015

Evidence of Completion

Regular examinations of student performance on assignments and assessments, formative Assessments: monthly Achieve and I-Ready data, 2014 FSA & Curriculum Guide data

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

Administrators will select appropriate materials, give appropriate training, set up systems to successfully
implement progress monitoring and set up systems to use the data to improve instruction

Person Responsible

Caroline Wells

Schedule

Monthly, from 9/1/2014 to 4/1/2015

Evidence of Completion

Regular examinations of student performance on assignments and assessments, formative
Assessments: monthly Achieve and I-Ready data, 2014 FSA & Curriculum Guide data

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

Administrators will select appropriate materials, give appropriate training, set up systems to successfully
implement progress monitoring and set up systems to use the data to improve instruction

Person Responsible

Caroline Wells

Schedule

Monthly, from 9/1/2014 to 4/1/2015

Evidence of Completion

Regular examinations of student performance on assignments and assessments, formative
Assessments: monthly Achieve and I-Ready data, 2014 FSA & Curriculum Guide data

G2. 82% of the students will be proficient on the Florida Standards Assessment (FSA) English Language Arts
1

🔍 G040568

G2.B1 The ability to effectively apply strategies to difficult texts 2

🔍 B098181

G2.B1.S1 Allow students to measure comprehension, clarify, visualize, and build connections. 4

🔍 S114836

Strategy Rationale

This strategy expands prior knowledge, builds connections, and deepens understanding.

Action Step 1 5

We will administer a battery of informal and formal reading assessments to determine deficiencies in reading rate, fluency, word recognition, and comprehension. Monitor program implementation, instruction, student achievement, conducts assessment data chat meetings by grade level for purpose of planning instruction

Person Responsible

Leigh Butterfield

Schedule

On 4/1/2015

Evidence of Completion

Monitor benchmark and progress monitoring assessments, Walkabouts / Observations Assessment Data meetings / forms, Lesson Plans, Conferencing / Informal discussions

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

We will administer a battery of informal and formal reading assessments to determine deficiencies in reading rate, fluency, word recognition, and comprehension. Monitor program implementation, instruction, student achievement, conducts assessment data chat meetings by grade level for purpose of planning instruction

Person Responsible

Leigh Butterfield

Schedule

On 4/1/2015

Evidence of Completion

Monitor benchmark and progress monitoring assessments, Walkabouts / Observations Assessment Data meetings / forms, Lesson Plans, Conferencing / Informal discussions

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

Will administer a battery of informal and formal reading assessments to determine deficiencies in reading rate, fluency, word recognition, and comprehension. Monitor program implementation, instruction, student achievement, conducts assessment data chat meetings by grade level for purpose of planning instruction.

Person Responsible

Leigh Butterfield

Schedule

Monthly, from 9/1/2014 to 4/1/2015

Evidence of Completion

Monitor benchmark and progress monitoring assessments, Walkabouts / Observations Assessment Data meetings / forms, Lesson Plans, Conferencing / Informal discussions

G3. All students will meet our AMO 2014-2015 Math Targets `1`

🔑 G040569

G3.B1 Teachers need to develop a better understanding of how to utilize assessment data, progress monitor, and incorporate best practices to increase student achievement. `2`

🔑 B098184

G3.B1.S1 Teachers will participate in quarterly data chats as well as monthly grade level PLCs in order to problem solve intervention effectiveness. `4`

🔑 S109465

Strategy Rationale

Progress monitoring is paramount in determining if students are benefiting appropriately from the typical instructional program, identifying students who are not making adequate progress and guiding the construction of effective intervention programs for students who are not profiting from typical instruction.

Action Step 1 `5`

Conduct Professional Learning Communities for teachers that focuses on analyzing data.

Person Responsible

Schedule

Biweekly, from 9/10/2014 to 4/1/2015

Evidence of Completion

Teachers will meet with the Administrative Team when the latest student assessment data is released and update plans for differentiation.

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

Conduct Professional Learning Communities for teachers that focuses on analyzing data.

Person Responsible

Katherine Kirkland

Schedule

On 4/1/2015

Evidence of Completion

Teachers will meet with the Administrative Team when the latest student assessment data is released and update plans for differentiation.

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

Conduct Professional Learning Communities for teachers that focuses on analyzing data.

Person Responsible

Katherine Kirkland

Schedule

Monthly, from 9/1/2014 to 4/1/2015

Evidence of Completion

Teachers will meet with the Administrative Team when the latest student assessment data is released and update plans for differentiation.

G4. Increase the number of students achieving math gains in the lowest 25% by 5% [1]

G040577

G4.B1 Teachers need time set aside time for data analysis, discussions, and intervention planning for small groups and bottom quartile students [2]

B098198

G4.B1.S1 Teachers will participate in Data Chat planning days where they will meet with administration and coaches to discuss student learning gains. [4]

S109482

Strategy Rationale

By analyzing various types of data, envisioning, and planning, schools can begin the process of developing, implementing, monitoring, and sustaining their math goals

Action Step 1 [5]

Teachers will meet with the Admin team individually to review latest student assessment data and update the Data Success Indicator forms for each student.

Person Responsible

Katherine Kirkland

Schedule

Quarterly, from 10/1/2014 to 4/1/2015

Evidence of Completion

Administration and staff analyze and use data – standardized tests student work, grades, formative assessments (e.g.,teacher/school-developed, benchmark, and diagnostic) and classroom observations to make data driven decisions:

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

Teachers will meet with the Admin team individually each to review latest student assessment data and
update the Data Success Indicator forms for each student.

Person Responsible

Katherine Kirkland

Schedule

Monthly, from 9/1/2014 to 4/1/2015

Evidence of Completion

Administration and staff analyze and use data – standardized tests, student work, grades, formative assessments (e.g.,teacher/school-developed, benchmark, and diagnostic) and classroom observations to make data driven decisions:

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

Teachers will meet with the Admin team individually each to review latest student assessment data and
update the Data Success Indicator forms for each student.

Person Responsible

Katherine Kirkland

Schedule

Monthly, from 9/1/2014 to 4/1/2015

Evidence of Completion

Administration and staff analyze and use data – standardized tests, student work, grades, formative assessments (e.g.,teacher/school-developed, benchmark, and diagnostic) and classroom observations to make data driven decisions:

G5. Increase the number of students achieving Level 3 in FCAT Science by 5% `1`

🔧 G040578

G5.B1 Not enough effective writing in science, investigations and/or hands-on activities during the Science instruction during grades k-4 `2`

🔧 B098199

G5.B1.S1 Increase the rigor in science through the use of journals and investigations and having science schedule and monitored for all grades `4`

🔧 S109483

Strategy Rationale

Teaching Science provides students with opportunities to: develop their understandings of the world around them, communicate their understandings in a variety of scientifically literate forms and use scientific knowledge and skills to make informed decisions and to
consider the consequences and implications of these decisions in their
lives. Lab experiences provide opportunities to teach collaboration, teamwork, and scientific discourse

Action Step 1 `5`

Create a science lab schedule for investigations to be done weekly in the classroom or science work room. Have students use their science journals daily.

Person Responsible

Leigh Butterfield

Schedule

Weekly, from 9/1/2014 to 4/1/2015

Evidence of Completion

Data from the CGAs will be analyzed monitored the effectiveness and student progress. Science lab data documented in journals will be monitored.

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

Create a science lab schedule for investigations to be done weekly in the classroom or science work room. Have students use their science journals daily.

Person Responsible

Leigh Butterfield

Schedule

Weekly, from 9/1/2014 to 4/1/2015

Evidence of Completion

Data from the CGAs will be analyzed monitored the effectiveness and student progress. Science lab data documented in journals will be monitored.

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

Create a science lab schedule for investigations to be done weekly in the classroom or science work room. Have students use their science journals daily.

Person Responsible

Leigh Butterfield

Schedule

Weekly, from 9/1/2014 to 4/1/2015

Evidence of Completion

Data from the CGAs will be analyzed monitored the effectiveness and student progress. Science lab data documented in journals will be monitored.

G6. Increase Community Involvement by building partnerships with businesses and enlisting their assistance with school-wide activities. [1]

G057760

G6.B1 Completing appropriate paperwork for official business partnership. [2]

B146206

G6.B1.S1 PTA business liaison should be given the initial contact information for any potential business partners. [4]

S158408

Strategy Rationale

The PTA business partner liaison will have the necessary information, and forms to give to the potential business partner.

Action Step 1 [5]

Follow through with PTA business liaison to ensure paperwork is completed.

Person Responsible

vicki gable

Schedule

Quarterly, from 9/2/2014 to 5/1/2015

Evidence of Completion

Completed Business Partner paperwork

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

Collect and maintain business partner information and paperwork.

Person Responsible

vicki gable

Schedule

Quarterly, from 9/2/2014 to 5/1/2015

Evidence of Completion

Paperwork will be on file in 5 Star notebook.

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

Business partners will be present and participate in school-wide activities and events.

Person Responsible

Caroline Wells

Schedule

Quarterly, from 9/2/2014 to 5/1/2015

Evidence of Completion

Evidence will be collected in 5 Star Notebook.

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

Business partners will be present and participate in school-wide activities and events.

Person Responsible

Caroline Wells

Schedule

Quarterly, from 9/2/2014 to 5/1/2015

Evidence of Completion

Evidence will be collected in 5 Star Notebook.

G7. Develop and implement a school-wide Positive Behavioral Intervention and Supports Plan [1]

G057761

G7.B1 Lack of training and knowledge [2]

B146207

G7.B1.S1 Attend District PBIS trainings [4]

S158409

Strategy Rationale

Information can be brought back to the school and shared.

Action Step 1 [5]

A representative from the Foundations Team will attend district PBIS training sessions.

Person Responsible

Katherine Kirkland

Schedule

Every 2 Months, from 9/2/2014 to 5/29/2015

Evidence of Completion

Notes from the meetings.

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

Foundations team will meet to build PBIS Plan

Person Responsible

Katherine Kirkland

Schedule

Biweekly, from 10/1/2014 to 5/22/2015

Evidence of Completion

PBIS plan will be developed.

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

Foundations team will meet to discuss and modify implementation

Person Responsible

Katherine Kirkland

Schedule

Biweekly, from 10/1/2014 to 5/22/2015

Evidence of Completion

Notes from Foundations Team meetings.

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	Conduct Professional Learning Communities for teachers that focuses on analyzing data.		9/10/2014	Teachers will meet with the Administrative Team when the latest student assessment data is released and update plans for differentiation.	4/1/2015 biweekly
G4.B1.S1.A1	Teachers will meet with the Admin team individually to review latest student assessment data and update the Data Success Indicator forms for each student.	Kirkland, Katherine	10/1/2014	Administration and staff analyze and use data – standardized tests student work, grades, formative assessments (e.g.,teacher/school-developed, benchmark, and diagnostic) and classroom observations to make data driven decisions:	4/1/2015 quarterly
G2.B1.S1.A1	We will administer a battery of informal and formal reading assessments to determine deficiencies in reading rate, fluency, word recognition, and comprehension. Monitor program implementation, instruction, student achievement, conducts assessment data chat meetings by grade level for purpose of planning instruction	Butterfield, Leigh	9/8/2014	Monitor benchmark and progress monitoring assessments, Walkabouts / Observations Assessment Data meetings / forms, Lesson Plans, Conferencing / Informal discussions	4/1/2015 one-time
G1.B2.S1.A1	Administrators will select appropriate materials, give appropriate training, set up systems to successfully implement progress monitoring and set up systems to use the data to improve instruction	Wells, Caroline	9/1/2014	Regular examinations of student performance on assignments and assessments, formative Assessments: monthly Achieve and I-Ready data, 2014 FSA & Curriculum Guide data	4/1/2015 monthly
G5.B1.S1.A1	Create a science lab schedule for investigations to be done weekly in the classroom or science work room. Have students use their science journals daily.	Butterfield, Leigh	9/1/2014	Data from the CGAs will be analyzed monitored the effectiveness and student progress. Science lab data documented in journals will be monitored.	4/1/2015 weekly
G6.B1.S1.A1	Follow through with PTA business liaison to ensure paperwork is completed.	gable, vicki	9/2/2014	Completed Business Partner paperwork	5/1/2015 quarterly
G7.B1.S1.A1	A representative from the Foundations Team will attend district PBIS training sessions.	Kirkland, Katherine	9/2/2014	Notes from the meetings.	5/29/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Will schedule quarterly reviews of CGA Data along with monthly assessment data in order to monitor the lowest 25% in reading.	Wells, Caroline	9/8/2014	Formative Assessments: Monthly Achieve and I-Ready data, District CGAs Summative Assessment: 2014 FSA	4/30/2015 monthly
G1.B2.S1.MA1	Administrators will select appropriate materials, give appropriate training, set up systems to successfully implement progress monitoring and set up systems to use the data to improve instruction	Wells, Caroline	9/1/2014	Regular examinations of student performance on assignments and assessments, formative Assessments: monthly Achieve and I-Ready data, 2014 FSA & Curriculum Guide data	4/1/2015 monthly
G1.B2.S1.MA1	Administrators will select appropriate materials, give appropriate training, set up systems to successfully implement progress monitoring and set up systems to use the data to improve instruction	Wells, Caroline	9/1/2014	Regular examinations of student performance on assignments and assessments, formative Assessments: monthly Achieve and I-Ready data, 2014 FSA & Curriculum Guide data	4/1/2015 monthly
G2.MA1	Will administer a battery of informal and formal reading assessments to determine deficiencies in reading rate, fluency, word recognition, and comprehension. Monitor program implementation, instruction, student achievement, conducts assessment data chat meetings by grade level for purpose of planning instruction	Butterfield, Leigh	9/8/2014	Monitor benchmark and progress monitoring assessments, Walkabouts / Observations Assessment Data meetings / forms, Lesson Plans, Conferencing / Informal discussions	4/1/2015 one-time
G2.B1.S1.MA1	Will administer a battery of informal and formal reading assessments to determine deficiencies in reading rate, fluency, word recognition, and comprehension. Monitor program implementation, instruction, student achievement, conducts assessment data chat meetings by grade level for purpose of planning instruction.	Butterfield, Leigh	9/1/2014	Monitor benchmark and progress monitoring assessments, Walkabouts / Observations Assessment Data meetings / forms, Lesson Plans, Conferencing / Informal discussions	4/1/2015 monthly
G2.B1.S1.MA1	We will administer a battery of informal and formal reading assessments to determine deficiencies in reading rate, fluency, word recognition, and comprehension. Monitor program implementation, instruction, student achievement, conducts assessment data chat meetings by grade level for purpose of planning instruction	Butterfield, Leigh	9/8/2014	Monitor benchmark and progress monitoring assessments, Walkabouts / Observations Assessment Data meetings / forms, Lesson Plans, Conferencing / Informal discussions	4/1/2015 one-time
G3.MA1	[no content entered]	Kirkland, Katherine	9/1/2014	Teachers will meet with the Administrative Team when the latest student assessment data is released and update plans for differentiation.	4/1/2015 monthly
G3.B1.S1.MA1	Conduct Professional Learning Communities for teachers that focuses on analyzing data.	Kirkland, Katherine	9/1/2014	Teachers will meet with the Administrative Team when the latest student assessment data is released and update plans for differentiation.	4/1/2015 monthly
G3.B1.S1.MA1	Conduct Professional Learning Communities for teachers that focuses on analyzing data.	Kirkland, Katherine	9/1/2014	Teachers will meet with the Administrative Team when the latest student assessment data is released and update plans for differentiation.	4/1/2015 one-time
G4.MA1	Teachers will meet with the Admin team individually each to review latest student assessment data and update the Data Success Indicator forms for each student.	Kirkland, Katherine	9/1/2014	Administration and staff analyze and use data – standardized tests, student work, grades, formative assessments (e.g.,teacher/school-developed, benchmark, and diagnostic) and classroom observations to make data driven decisions:	4/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1	Teachers will meet with the Admin team individually each to review latest student assessment data and update the Data Success Indicator forms for each student.	Kirkland, Katherine	9/1/2014	Administration and staff analyze and use data – standardized tests, student work, grades, formative assessments (e.g.,teacher/school-developed, benchmark, and diagnostic) and classroom observations to make data driven decisions:	4/1/2015 monthly
G4.B1.S1.MA1	Teachers will meet with the Admin team individually each to review latest student assessment data and update the Data Success Indicator forms for each student.	Kirkland, Katherine	9/1/2014	Administration and staff analyze and use data – standardized tests, student work, grades, formative assessments (e.g.,teacher/school-developed, benchmark, and diagnostic) and classroom observations to make data driven decisions:	4/1/2015 monthly
G5.MA1	Create a science lab schedule for investigations to be done weekly in the classroom or science work room. Have students use their science journals daily.	Butterfield, Leigh	9/1/2014	Data from the CGAs will be analyzed monitored the effectiveness and student progress. Science lab data documented in journals will be monitored.	4/1/2015 weekly
G5.B1.S1.MA1	Create a science lab schedule for investigations to be done weekly in the classroom or science work room. Have students use their science journals daily.	Butterfield, Leigh	9/1/2014	Data from the CGAs will be analyzed monitored the effectiveness and student progress. Science lab data documented in journals will be monitored.	4/1/2015 weekly
G5.B1.S1.MA1	Create a science lab schedule for investigations to be done weekly in the classroom or science work room. Have students use their science journals daily.	Butterfield, Leigh	9/1/2014	Data from the CGAs will be analyzed monitored the effectiveness and student progress. Science lab data documented in journals will be monitored.	4/1/2015 weekly
G6.MA1	Business Partner Agreements	gable, vicki	9/2/2014	Agreements and contributions will be compiled and reported to the office of Community and Family Engagement	5/1/2015 semiannually
G6.B1.S1.MA1	Business partners will be present and participate in school-wide activities and events.	Wells, Caroline	9/2/2014	Evidence will be collected in 5 Star Notebook.	5/1/2015 quarterly
G6.B1.S1.MA1	Business partners will be present and participate in school-wide activities and events.	Wells, Caroline	9/2/2014	Evidence will be collected in 5 Star Notebook.	5/1/2015 quarterly
G6.B1.S1.MA1	Collect and maintain business partner information and paperwork.	gable, vicki	9/2/2014	Paperwork will be on file in 5 Star notebook.	5/1/2015 quarterly
G7.MA1	Student behavioral data (referrals).	Kirkland, Katherine	10/1/2014	Behavior referrals will be monitored and used to improve PBIS plan.	5/22/2015 quarterly
G7.B1.S1.MA1	Foundations team will meet to discuss and modify implementation	Kirkland, Katherine	10/1/2014	Notes from Foundations Team meetings.	5/22/2015 biweekly
G7.B1.S1.MA1	Foundations team will meet to build PBIS Plan	Kirkland, Katherine	10/1/2014	PBIS plan will be developed.	5/22/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Increase the percentage of students making reading gains in the lowest 25% by 5%.

G1.B2 Little evidence that teachers utilize assessment data to monitor student progress and make informed instructional decisions and small group placement

G1.B2.S1 Teachers will progress monitor their students using a variety of assessments and participate in data discussions and lesson study/planning.

PD Opportunity 1

Administrators will select appropriate materials, give appropriate training, set up systems to successfully implement progress monitoring and set up systems to use the data to improve instruction

Facilitator

Achieve Training I-Ready Training Performance Matters Training

Participants

All ELA teachers

Schedule

Monthly, from 9/1/2014 to 4/1/2015

G2. 82% of the students will be proficient on the Florida Standards Assessment (FSA) English Language Arts

G2.B1 The ability to effectively apply strategies to difficult texts

G2.B1.S1 Allow students to measure comprehension, clarify, visualize, and build connections.

PD Opportunity 1

We will administer a battery of informal and formal reading assessments to determine deficiencies in reading rate, fluency, word recognition, and comprehension. Monitor program implementation, instruction, student achievement, conducts assessment data chat meetings by grade level for purpose of planning instruction

Facilitator

3-5 Achieve training, all teachers will receive training in Performance Matters. All teachers will receive training on I-Ready.

Participants

All teachers

Schedule

On 4/1/2015

G3. All students will meet our AMO 2014-2015 Math Targets

G3.B1 Teachers need to develop a better understanding of how to utilize assessment data, progress monitor, and incorporate best practices to increase student achievement.

G3.B1.S1 Teachers will participate in quarterly data chats as well as monthly grade level PLCs in order to problem solve intervention effectiveness.

PD Opportunity 1

Conduct Professional Learning Communities for teachers that focuses on analyzing data.

Facilitator

I-Ready Training Performance Matters MAFS and 3-5 Item Spec training

Participants

All teachers

Schedule

Biweekly, from 9/10/2014 to 4/1/2015

G4. Increase the number of students achieving math gains in the lowest 25% by 5%

G4.B1 Teachers need time set aside time for data analysis, discussions, and intervention planning for small groups and bottom quartile students

G4.B1.S1 Teachers will participate in Data Chat planning days where they will meet with administration and coaches to discuss student learning gains.

PD Opportunity 1

Teachers will meet with the Admin team individually to review latest student assessment data and update the Data Success Indicator forms for each student.

Facilitator

I-Ready training Performance Matters

Participants

All teachers

Schedule

Quarterly, from 10/1/2014 to 4/1/2015

G5. Increase the number of students achieving Level 3 in FCAT Science by 5%

G5.B1 Not enough effective writing in science, investigations and/or hands-on activities during the Science instruction during grades k-4

G5.B1.S1 Increase the rigor in science through the use of journals and investigations and having science schedule and monitored for all grades

PD Opportunity 1

Create a science lab schedule for investigations to be done weekly in the classroom or science work room. Have students use their science journals daily.

Facilitator

NGSSS Science Training 3-5 Science Item spec training P-Cell Training

Participants

All science teachers

Schedule

Weekly, from 9/1/2014 to 4/1/2015

G7. Develop and implement a school-wide Positive Behavioral Intervention and Supports Plan

G7.B1 Lack of training and knowledge

G7.B1.S1 Attend District PBIS trainings

PD Opportunity 1

A representative from the Foundations Team will attend district PBIS training sessions.

Facilitator

DCPS Student Support Specialists

Participants

Foundations team member(s)

Schedule

Every 2 Months, from 9/2/2014 to 5/29/2015

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**