

# Reynolds Lane Elementary School



2014-15 School Improvement Plan

## Reynolds Lane Elementary School

840 REYNOLDS LN, Jacksonville, FL 32254

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
75%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
84%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

At Reynolds Lane, we will provide an atmosphere which will be conducive to the development of the academic, social, emotional and physical needs of each child. Various methods of instruction will provide for the instructional needs of our students. Teachers will continue in their pursuit of professional growth.

##### **Provide the school's vision statement**

The faculty and staff of Reynolds Lane Elementary School will provide students with tools and skills to realize their highest level of academic achievement and to strive for academic, social and physical excellence through rigorous, quality and challenging curriculum.

#### School Environment

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

Each teacher is assigned to be a mentor for one of our bottom 25% readers. They will meet weekly with the student to get to know them and help them in any way. The school participates in an international celebration day where we learn about and honor the various cultures at Reynolds Lane. Teachers build relationships with their students through engaging lessons and real-world connections.

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

Foundations and CHAMPS are used school-wide to build systems for students to feel safe at school. Common areas are observed, data collected, and changes made as needed to ensure smooth routines. Teachers are assigned duty from the moment students arrive to when they leave and are available for students to talk to.

##### **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**

In order to accomplish the goal of managing student behavior at Reynolds Lane Elementary, Foundations, Line Position and CHAMPS school wide discipline plan will be implemented for the 2014-2015 school year.

Foundations is a school-wide discipline plan that will create a safe and civil school environment that will promote student achievement. All common areas including the playground, cafeteria, hallway, restrooms, and the arrival and dismissal areas will have a developed plan of student expectations. In all common areas, students must walk in line position. Line position can be displayed by students facing forward; single file, their arms folded, and their voices at level 0.

In all classrooms, Pre-K through 5, CHAMPS will be utilized as the standardized behavior management plan. The acronym for CHAMPS is as follows:

C – Conversation

H – Help



- A – Activity
- M – Movement
- P – Participation
- S - Success

This classroom management plan will develop a classroom of students who are responsible, motivated and highly engaged in meaningful tasks. The teachers and students will develop a plan for the CHAMPs acronym for each activity. This plan will give the students their expectations for the activity they are participating in. They will create visual displays of the acronyms for each activity while modeling and role-playing each lesson for the students. The students will practice the expectations and the teacher will verify their understanding prior to each activity.

Some teachers will be using a behavior chart system in the classroom. Each student will have a pocket on the chart with his/her name holding five cards. Each card represents a reward or consequence (great day, time out, teacher intervention, etc.). Students will be required to flip a card when he/she behaves inappropriately and will receive the corresponding consequence. Students will begin each day “fresh” on a white card. The following color card system will be utilized in those classrooms. White A 4 points Excellent Yellow B 3 points Good Green C 2 points Average Blue D 1 point Needs Improvement Pink F 0 points Unacceptable

Teachers do have the flexibility to use an alternative method for classroom management in their classroom. If they choose to do so, they will inform parents of their system. If classrooms are departmentalized, they must use similar systems.

**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**

Teachers use Second Step to each lessons whole-group concerning social skills. The guidance counselor provides whole group guidance lessons, small group, and individual counseling as needed. Full Service School is utilized through referrals from the school for those students who need additional support.

**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**

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

**Family and Community Involvement**

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

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

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

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

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/50961>.

**Description**

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

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

Reynolds Lane reaches out to local businesses for support. We invite them to the orientation at the beginning of the year, SAC meetings throughout the year, and school events. We collaborate with Full Service Schools to engage local agencies that can assist our parents and students.. Community in Schools is a great partner that works closely with use to identify areas of need and provide support.

**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
Simon, Marianne	Principal
Komatina, Michael	Instructional Coach
Wine, Shannon	Teacher, K-12
Hobgood, Susan	Teacher, K-12
LeBoeuf, Katie	Teacher, K-12
Fraley, Kenneth	Teacher, K-12
Pitts-Wilson, Valerie	Teacher, K-12

**Duties**

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

All members of the Leadership Team will be trained in the MTSS process and must participate on the MTSS Leadership team. The SIP is developed using the RTI process of problem solving. Data analysis and goal setting are followed by the identification of possible barriers to reaching the goals. Resources and strategies are identified to address the barriers and then the monitoring, responsible persons and evaluation tools are identified. Some members of the MTSS Leadership Team members meet with departmental groups to refine the SIP and build consensus. As the year progresses, teachers will work within departments to address Tier 1 interventions and across teams for Tier 2 and 3 interventions. The MTSS Leadership Team representative will meet with the School Advisory Council (SAC) and principal to present the SIP and receive input and feedback. The team follows the problem solving protocols to address data and barriers to successful achievement of goals.

***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 MTSS leadership team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation within the building. The team meets once a month to engage in the following activities: Review universal screening data, make instructional decisions, and review progress monitoring data at the grade level and classroom level to identify students who are at moderate risk or at high risk for not meeting grade level standards. Based on the above information, the team will also identify professional development and resources needed by teachers. The members of the MTSS team will share the RTI paradigm and implementation via weekly team and departmental meetings as they collaborate, problem solve, share effective practices, make intervention decisions, and practice new processes and skills. Problems are analyzed through the four ICEL domains: instruction, curriculum, environment, and learner. The content and grade level diversity of the MTSS team will help to penetrate the learning communities at the school and thereby facilitate the RTI problem solving process. The RTI team works with other teams such as Foundations to problem solve behavioral challenges.

Title I funds supplement the basic education program, allowing the school to purchase classroom materials, books for students, field trips, full time media and professional development for teachers. Programs for at risk students include TEAM UP for those who qualify.

Title III funds ensure that English Language Learners (ELL) meet the academic content and English proficiency standards.

CHAMPs is implemented in every classroom through Reynolds Lane. We also implement the Second Step Program in grades KG-5 once a week for thirty minutes.

The Community Eligibility Option (CEO) program offers free breakfast and lunch daily to every child enrolled for the 2013-2014 school year. Student enrolled in the after school Team Up program also receive a nutritious dinner.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Sheila McNair	Business/Community
Mary Clyde	Parent
Marianne Simon	Principal
Norma Vargas	Teacher
Michelle Farah	Teacher
Lucia Galarza	Education Support Employee
Jackson Brown	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*

The School Advisory Council discusses a portion of the SIP at each of the meetings. Revisions are suggested and implemented into the new plan.

*Development of this school improvement plan*

The School Advisory Council discussed School Accountability data and identify trends, areas of strength and areas in need of improvement. SAC recommended strategies to improve student performance and motivate students and also ways to include community resources and the after school program to increase student achievement. SAC will periodically review the SIP goals and interim data to determine effectiveness of strategies.

*Preparation of the school's annual budget and plan*

SAC is presented with the current allocation model for budget. They get a description of the current allocation and have a discussion around needs related to the budget.

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

- Technology- \$ 1500.00
- Math manipulatives- \$550.00
- Student Folders- \$350.00

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

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Komatina, Michael	Instructional Coach
Simon, Marianne	Principal
Wine, Shannon	Teacher, K-12
Hobgood, Susan	Teacher, K-12
LeBoeuf, Katie	Teacher, K-12
Pitts-Wilson, Valerie	Teacher, K-12

## Duties

### ***Describe how the LLT promotes literacy within the school***

The major initiative of the LLT is to increase literacy across content areas by utilizing best practices for reading instruction, introducing the appropriate application of reading strategies, while expanding student academic vocabulary through vocabulary acquisition. The school reading targets are to increase the number of students meeting High Standards in Reading to 50%, increase the number of students making learning gains in reading to 80% and increase the number of lowest 25% making learning gains in reading to 80%. The LLT course of action is to promote literacy through various activities such as: Million Word Challenge and School-wide Reading/Instructional Strategies. The School-wide Literacy Campaign will jump start the initiatives of the LLT. The Million Word Challenge will be promoted across content areas and grade levels to increase student participation in reading a million words as well as increasing the amount of reading outside of school this year.

## 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**

Teacher resource times have been scheduled at the same time per grade level to help give the time necessary to collaborate. The admin staff will facilitate one data-driven PLC a week to model how the collaborative meetings should look. The academic coaches will meet with teachers during one of the other common planning sessions to model lesson planning and facilitate discussions. Admin and coaches will assist with the implementation of district-wide initiatives.

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

Reynolds Lane is part of the Quality Education for All initiative, which has a built-in system for recruiting and retaining highly qualified teachers. There is a monetary bonus available to recruit and retain top individuals. The following strategies will also be used:

Recruit via Interview process/ referrals

Retain via Mentoring and Induction for Novice Teachers Program Professional Development

Retain via Mentoring/ Coaching

Provide on-going PD via weekly training sessions

Build a positive school culture

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

Monthly MINT meetings with PDF, Mentors and Mentees are scheduled to provide small group professional development aligned with the special needs of novice teachers. These meeting also provide a venue to monitor

progress toward completion of MINT requirements, such as the drafting and monitoring of the New Teacher

Individual Professional Development Plan. Mentors meet one on one with mentees weekly/biweekly to address needs, provide feedback, and next steps. Mentees also participate in weekly departmental professional learning communities and grade level team small learning communities. New teachers will participate in mentor observation cycles in which they will receive formative feedback and targeted coaching. New teachers will observe model teachers with a focus on identified challenges and Educator Accomplished Practices. The pairings were designed to ensure that reading teachers were paired with reading teachers and math teachers with math teachers.

## 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***

The instructional programs and materials are selected by the school district. Teachers receive a curriculum guide that is aligned with Florida's standards. Teachers use this guide to plan their lessons and select their materials for teaching. Admin monitors the use of these materials to ensure alignment. To ensure that teacher's are meeting the rigor of the lessons, we will be utilizing a student-work protocol to assess alignment to the standards.

#### 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***

Teachers have a variety of data sources to draw upon to differentiate their instruction for students. After an assessment is given, teachers meet in PLC's and discuss results, plan for remediation, and plan for enrichment. Teacher schedules are organized in a way that provides time for small group instruction during the reading block, math block, and an additional hour after school. Teachers are using a 10 day cycle of teaching, assessing, and regrouping based on student needs. Teachers have been provided a list of available resources to use during these small group times.

***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

An additional hour has been added to the school day in order to continue working with students in reading. Students work on three 20-minute rotations in centers that meet their needs.

**Strategy Rationale**

Many students are performing below grade level at our school and need the extra time in order to close the achievement gap.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Simon, Marianne, [simonm@duvalschools.org](mailto:simonm@duvalschools.org)

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

iReady data, Achieve 3000, Write to Learn, CGA, Barton and teacher-made assessments will be used to pre-test and post-test to determine effectiveness of program.

**Strategy:** After School Program

**Minutes added to school year:** 9,900

Team-Up After-School Academic Hour

**Strategy Rationale**

Students who stay afterschool in Team-Up will receive an extra hour of instruction. It has been determined that the focus will be on math and writing. Many of our students are below grade level in math and this will help close the achievement gap.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Simon, Marianne, [simonm@duvalschools.org](mailto:simonm@duvalschools.org)

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

iReady data, Achieve 3000, Write to Learn, CGA, and teacher made assessments will be used to pre-test and post-test to determine effectiveness of program.

**Strategy:** Weekend Program

**Minutes added to school year:** 720

Saturday School-6 Saturdays in January and February to prepare for FSA

**Strategy Rationale**

Many of our students are below grade level in math and this will help close the achievement gap.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Simon, Marianne, simonm@duvalschools.org

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

iReady data, CGA, and teacher made assessments will be used to pre-test and post-test to determine effectiveness of program.

**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**

Reynolds Lane currently offers one Title I Pre-K Program. A structured curriculum is implemented with fidelity. Within the first 45 days of enrollment in Kindergarten, students are given various assessments such as FLKRS to determine kindergarten readiness, letter naming and other emergent literacy skills. As a result, students receive multilevel tiered support as needed.

**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 student engagement
- G2.** Writing will be taught cross-curriculum, with students writing daily.
- G3.** Teachers will learn and utilize strategies for working with English Language Learners.
- G4.** Increase use and precision of data-driven, standards-based differentiated center rotations.
- G5.** Increase the use of hands-on, engaging science lessons and use of the science lab across all grade levels.

## 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 student engagement** 1a

G041353

**Targets Supported** 1b

Indicator	Annual Target
2+ Behavior Referrals	5.0
AMO Math - All Students	61.0
AMO Reading - All Students	58.0
FCAT 2.0 Science Proficiency	50.0
CELLA Writing Proficiency	60.0

**Resources Available to Support the Goal** 2

- CHAMPS
- Collaborative Strategies
- Carpet

**Targeted Barriers to Achieving the Goal** 3

- No buy-in from teachers/Compliance only

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

Student engagement will be tracked in each classroom during each classroom visit

**Person Responsible**

Marianne Simon

**Schedule**

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

**Evidence of Completion**

Data will be collected from each observation with a percent of students engaged.

**G2. Writing will be taught cross-curriculum, with students writing daily.** 1a

G041352

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	58.0
AMO Reading - African American	53.0
AMO Reading - ED	58.0
AMO Reading - ELL	47.0
AMO Reading - Hispanic	57.0
AMO Reading - SWD	36.0

**Resources Available to Support the Goal** 2

- Achieve 3000
- Write to Learn
- Science Leveled Readers
- Curriculum guides

**Targeted Barriers to Achieving the Goal** 3

- Time to write

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

Student work samples and rubrics will be collected and analyzed

**Person Responsible**

Marianne Simon

**Schedule**

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

**Evidence of Completion**

Student work samples, rubrics, and interactive journals

**G3. Teachers will learn and utilize strategies for working with English Language Learners.** 1a

G041351

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	61.0
AMO Math - ELL	67.0
AMO Math - Hispanic	71.0
AMO Reading - All Students	58.0
AMO Reading - ELL	47.0
AMO Reading - Hispanic	57.0
FCAT 2.0 Science Proficiency	35.0
CELLA Writing Proficiency	65.0

**Resources Available to Support the Goal** 2

- District Staff
- ESOL materials
- Listening Centers

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher knowledge

**Plan to Monitor Progress Toward G3.** 8

CGA data, vocabulary assessments, iReady data, Achieve 3000, and teacher-made assessments will be analyzed to determine if our ELL students are making progress

**Person Responsible**

Marianne Simon

**Schedule**

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

**Evidence of Completion**

Data through Performance Matters

**G4. Increase use and precision of data-driven, standards-based differentiated center rotations.** 1a

G041348

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - African American	57.0
AMO Math - ELL	67.0
AMO Math - ED	62.0
AMO Math - Hispanic	71.0
AMO Math - SWD	45.0
Math Gains	75.0
Math Lowest 25% Gains	75.0
AMO Math - All Students	61.0
AMO Reading - All Students	58.0
AMO Reading - African American	53.0
AMO Reading - ED	58.0
AMO Reading - ELL	47.0
AMO Reading - Hispanic	57.0
AMO Reading - SWD	36.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	80.0

**Resources Available to Support the Goal** 2

- Reading Instructional Coach
- PLC's weekly
- Achieve 3000, iReady, Write to Learn, FCRR, Curriculum Guides, Standards, assessments

**Targeted Barriers to Achieving the Goal** 3

- Teacher Knowledge around data analysis

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

CGA data, iReady data, teacher made test data will all be used to review progress.

**Person Responsible**

Marianne Simon

**Schedule**

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

**Evidence of Completion**

Data charts, Lesson Plans, and schedules for rotations

**G5.** Increase the use of hands-on, engaging science lessons and use of the science lab across all grade levels. 1a

G040619

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

**Resources Available to Support the Goal** 2

- Science Lab-hands on observations and experiments
- Curriculum guides with lessons, materials, and labs
- District Science Specialist

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge from previous grade levels
- Below level reading comprehension

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

CGA assessments will be given as well as teacher-based assessments

**Person Responsible**

Marianne Simon

**Schedule**

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

**Evidence of Completion**

Data collection, teacher plans, Interactive journals

## 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 student engagement **1**

 G041353

**G1.B2** No buy-in from teachers/Compliance only **2**

 B100127

**G1.B2.S1** Math Coach will coach one teacher and her students and then use that group of students as her model classroom. **4**

 S111381

### Strategy Rationale

Teachers need to see the reason why we use CHAMPS and how effective it can be in engaging students in the important work.

### Action Step 1 **5**

Provide Coaching Cycle to 3rd grade math teacher

#### Person Responsible

Katherine Altom

#### Schedule

Weekly, from 8/25/2014 to 10/3/2014

#### Evidence of Completion

Lesson plans and coaching log

**Action Step 2** 5

Provide professional development opportunities to teachers in the model classroom

**Person Responsible**

Katherine Altom

**Schedule**

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

***Evidence of Completion***

Professional Development calendars, sign-in sheets, and exit tickets, Instructional rounding

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

Classroom observations will be done to look for carry-over from PD

**Person Responsible**

Marianne Simon

**Schedule**

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

***Evidence of Completion***

Classroom observation forms

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

Classroom observations

**Person Responsible**

Marianne Simon

**Schedule**

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

***Evidence of Completion***

Classroom observation forms



**G1.B2.S2** Implement the use of collaborative strategies in all classrooms. 4

S111382

**Strategy Rationale**

Students need to be engaged in discussion with their peers in order to increase student achievement.

**Action Step 1** 5

Teachers will be trained on the use of collaborative strategies

**Person Responsible**

Michael Komatina

**Schedule**

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

***Evidence of Completion***

PD calendar and handouts

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

Classroom observations and coach support will occur

**Person Responsible**

Michael Komatina

**Schedule**

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

***Evidence of Completion***

Coaches log and classroom observation forms

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

Classroom observations

**Person Responsible**

Marianne Simon

**Schedule**

On 6/5/2015

**Evidence of Completion**

Classroom observation forms with feedback

**G1.B2.S3** Teachers will bring students to the carpet for initial instruction and closings. 4

 S111383

**Strategy Rationale**

Students are more engaged when they are right there in front of the teacher with no distractions.

**Action Step 1** 5

Teachers will observe another teacher using the carpet for initial instruction and closing and then be encouraged to try it in their own classroom.

**Person Responsible**

Katherine Altom

**Schedule**

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

**Evidence of Completion**

Classroom visit logs will be used to track use of the carpet during instruction

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

The coaches will observe in classrooms and offer support or modeling for implementation

**Person Responsible**

Katherine Altom

**Schedule**

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

***Evidence of Completion***

Classroom observation logs

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

Classroom observations from admin

**Person Responsible**

Marianne Simon

**Schedule**

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

***Evidence of Completion***

Classroom observation forms

**G2. Writing will be taught cross-curriculum, with students writing daily. 1**

G041352

**G2.B1 Time to write 2**

B101429

**G2.B1.S1** Higher order questions will be asked in all subject areas and students will be required to respond in written form daily, the teacher will give expected answer and students will revise. 4

S112632

**Strategy Rationale**

Students will be writing daily and the questions are already provided in the curriculum guides. The questions are present in all subject areas.

**Action Step 1 5**

Teachers will select one or two higher order questions a day from various subject areas and have students provide a written response.

**Person Responsible**

Michael Komatina

**Schedule**

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

**Evidence of Completion**

Student work samples will be completed and lesson plans will be reviewed

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

Student work samples around this activity will be reviewed during common planning meetings

**Person Responsible**

Michael Komatina

**Schedule**

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

**Evidence of Completion**

Student Work samples and PD agendas

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

Writing rubrics will be used to rate the work samples

**Person Responsible**

Marianne Simon

**Schedule**

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

**Evidence of Completion**

Rubric scores will be recorded and analyzed to look at student growth

**G2.B1.S2** Achieve 3000 will be used to provide a variety of text-students will write their opinion and support using details from the text. 4

 S112633

**Strategy Rationale**

This practice will allow our 3-5 grade students to prepare for the opinion writing piece of the FSA, while practicing using details from the text to support their opinion.

**Action Step 1 5**

Teachers will be trained on use of Achieve 3000

**Person Responsible**

Michael Komatina

**Schedule**

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

**Evidence of Completion**

Attendance sign-in

**Action Step 2** 5

Teachers will select appropriate text for students and assign written response around opinion writing

**Person Responsible**

Michael Komatina

**Schedule**

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

***Evidence of Completion***

Student work samples

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

Teachers will be asked to bring student work samples to common planning to discuss and analyze implementation

**Person Responsible**

Michael Komatina

**Schedule**

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

***Evidence of Completion***

Student work samples and PD agendas

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

Classroom visits, student work samples, and rubrics

**Person Responsible**

Marianne Simon

**Schedule**

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


***Evidence of Completion***

Classroom visits, student work samples, and rubrics


**G3. Teachers will learn and utilize strategies for working with English Language Learners. 1**

 G041351

**G3.B1 Lack of teacher knowledge 2**

 B101442

**G3.B1.S1 Use Thinking Maps as visual aids for students to organize key ideas/concepts. 4**

 S112639

**Strategy Rationale**

The thinking maps will help our ELL learners compartmentalize their learning.

**Action Step 1 5**

Teachers will be trained on utilizing various Thinking Maps in all subject areas.

**Person Responsible**

Michael Komatina

**Schedule**

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

**Evidence of Completion**

PD agenda and materials

**Action Step 2 5**

Meet with teachers during collaborative common planning time to develop lessons utilizing Thinking Maps to increase students 'understanding and achievement.

**Person Responsible**

Michael Komatina

**Schedule**

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

**Evidence of Completion**

Weekly meeting notes and lesson plans

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

Classroom walk-through and student work samples incorporating Thinking Maps.

**Person Responsible**

Michael Komatina

**Schedule**

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

***Evidence of Completion***

Classroom visit notes and student work samples

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

Classroom walk-through and student work samples

**Person Responsible**

Marianne Simon

**Schedule**

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

***Evidence of Completion***

Student work samples



**G3.B1.S2** Develop an ESOL resource room at the school **4**

 S112640

**Strategy Rationale**

Materials are available, but they are not in a centralized location and not easily accessible to teachers.

**Action Step 1** **5**

Gather and collect all ELL materials throughout the school and develop a centralized ESOL resource center.

**Person Responsible**

Marianne Simon

**Schedule**

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

***Evidence of Completion***

Location organized with materials labeled and a listing of all available materials

**Action Step 2** **5**

Invite teachers into the ESOL resource center and discuss the use of available materials.

**Person Responsible**

Marianne Simon

**Schedule**

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

***Evidence of Completion***

Meeting agenda and sign-in

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

Lesson plans will be reviewed and analyzed for ESOL strategies, accommodations, and resources implemented.

**Person Responsible**

Marianne Simon

**Schedule**

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

***Evidence of Completion***

Lesson plans

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

Admin will look for the appropriate usage of materials in classrooms

**Person Responsible**

Marianne Simon

**Schedule**

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

***Evidence of Completion***

Observation feedback

**G4. Increase use and precision of data-driven, standards-based differentiated center rotations.** 1

G041348

**G4.B1 Teacher Knowledge around data analysis** 2

B100121

**G4.B1.S1 Data digs will be conducted after each time an assessment is given as a grade level.** 4

S111378

**Strategy Rationale**

Working collaboratively will make teachers feel more comfortable in how to look at the data and they will be able to see peers model the conversations.

**Action Step 1** 5

Teachers will plan for a data dig with the admin team after each grade level assessment is given. Admin team will guide the questions and conversations in a gradual release model.

**Person Responsible**

Marianne Simon

**Schedule**

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

**Evidence of Completion**

Data chat sheets completed by teachers, next steps written out, successful "you do".

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

Admin will participate in all PLC data digs with an agenda and common board configuration.

**Person Responsible**

Marianne Simon

**Schedule**

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

**Evidence of Completion**

Agendas, Data chat sheets, CBC's and evidence of data-driven centers

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

Mini-Assessments or exit tickets will be given every two weeks to check student progress

**Person Responsible**

Marianne Simon

**Schedule**

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

**Evidence of Completion**

Agendas, data collection on exit tickets, teacher surveys

**G4.B1.S2** Instructional coaches will meet with each team weekly during the collaborative planning time to help plan rotations and the assessments used to track progress. 4

 S111379

**Strategy Rationale**

Coaches will actively participate in the lesson planning process with teachers to increase effective data-driven lesson plans.

**Action Step 1** 5

Math and Reading coach will participate in weekly, scheduled, collaborative planning sessions with every grade level to help with effective lesson planning, with a focus on small group instruction, both teacher-led and center rotations.

**Person Responsible**

Katherine Altom

**Schedule**

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

**Evidence of Completion**

Minutes from meetings, collection of lessons over time to show progress

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

Weekly debriefing sessions with the principal will occur

**Person Responsible**

Marianne Simon

**Schedule**

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

***Evidence of Completion***

Meeting minutes, Sample lesson plans

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

Classroom visits during the rotation time will occur and data will be analyzed every two weeks

**Person Responsible**

Marianne Simon

**Schedule**

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

***Evidence of Completion***

Data collection, observation notes, feedback and next steps, Students accountability sheets for rotations will be reviewed

**G5.** Increase the use of hands-on, engaging science lessons and use of the science lab across all grade levels. 1

G040619

**G5.B2** Lack of knowledge from previous grade levels 2

B099235

**G5.B2.S1** Use assessment to determine deficient skills and provide remediation to students through small groups during science work time. 4

S110540

### Strategy Rationale

Close the gap so that students can begin work on grade level standards

### Action Step 1 5

Teachers in grades 1-5 will provide remediation of past standards during small group instruction in science after collecting data to assess needs.

#### Person Responsible

Marianne Simon

#### Schedule

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

#### Evidence of Completion

Small group lesson plans for science with bi-weekly assessments given for evidence of mastery.

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

Classroom observations during the science block will be conducted. Teacher should be in the science lab as scheduled following the lesson plans.

#### Person Responsible

Marianne Simon

#### Schedule

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

#### Evidence of Completion

Observation notes, data collection

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

Science assessments will be used monthly to look at mastery of past standards

**Person Responsible**

Marianne Simon


**Schedule**

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


**Evidence of Completion**

Data collection and data chats

**G5.B3 Below level reading comprehension** 2

 B099236

**G5.B3.S1 Integrate below level science readers into the reading block to increase science content knowledge** 4

 S110654

**Strategy Rationale**

Students need to be able to access the science content knowledge. As we continue to increase student's reading levels, we will be able to move into the on grade level books.

**Action Step 1** 5

Admin will take an inventory of science leveled readers and make sure they get into the right classrooms for teacher use.

**Person Responsible**

Marianne Simon

**Schedule**

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

**Evidence of Completion**

Classroom observations will show use of science readers at the reading ability level of the students.

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

Classroom observations will be conducted during the science block to monitor for fidelity

**Person Responsible**

Marianne Simon

**Schedule**

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

***Evidence of Completion***

Classroom observation forms and feedback

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

Classroom observations will be conducted in the science classrooms.

**Person Responsible**

Marianne Simon

**Schedule**


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

***Evidence of Completion***

Observation forms will be kept



**G5.B3.S2** Use Achieve 3000 to pull materials on appropriate content, but at a lower reading level **4**

 S110655

**Strategy Rationale**

This program will allow all of our students to access science content knowledge at their reading level.

**Action Step 1** **5**

Teachers will learn to use Achieve 3000 and pull science text at the reading levels of their students

**Person Responsible**

Michael Komatina

**Schedule**

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

***Evidence of Completion***

Meeting notes with teachers will be kept

**Plan to Monitor Fidelity of Implementation of G5.B3.S2** **6**

Classroom observations will be conducted to observe the use of appropriate text

**Person Responsible**

Marianne Simon

**Schedule**

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

***Evidence of Completion***

Classroom observation forms

**Plan to Monitor Effectiveness of Implementation of G5.B3.S2 7**

Assessments will be given to monitor the effectiveness

**Person Responsible**

Marianne Simon

**Schedule**

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

**Evidence of Completion**

Data collection

**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
G5.B2.S1.A1	Teachers in grades 1-5 will provide remediation of past standards during small group instruction in science after collecting data to assess needs.	Simon, Marianne	8/18/2014	Small group lesson plans for science with bi-weekly assessments given for evidence of mastery.	6/5/2015 biweekly
G5.B3.S1.A1	Admin will take an inventory of science leveled readers and make sure they get into the right classrooms for teacher use.	Simon, Marianne	8/18/2014	Classroom observations will show use of science readers at the reading ability level of the students.	6/5/2015 monthly
G5.B3.S2.A1	Teachers will learn to use Achieve 3000 and pull science text at the reading levels of their students	Komatina, Michael	8/18/2014	Meeting notes with teachers will be kept	6/5/2015 biweekly
G4.B1.S1.A1	Teachers will plan for a data dig with the admin team after each grade level assessment is given. Admin team will guide the questions and conversations in a gradual release model.	Simon, Marianne	8/18/2014	Data chat sheets completed by teachers, next steps written out, successful "you do".	6/5/2015 monthly
G4.B1.S2.A1	Math and Reading coach will participate in weekly, scheduled, collaborative planning sessions with every grade level to help with effective lesson planning, with a focus on small group instruction, both teacher-led and center rotations.	Altom, Katherine	8/18/2014	Minutes from meetings, collection of lessons over time to show progress	6/5/2015 weekly
G1.B2.S1.A1	Provide Coaching Cycle to 3rd grade math teacher	Altom, Katherine	8/25/2014	Lesson plans and coaching log	10/3/2014 weekly
G1.B2.S2.A1	Teachers will be trained on the use of collaborative strategies	Komatina, Michael	9/8/2014	PD calendar and handouts	6/5/2015 monthly
G1.B2.S3.A1	Teachers will observe another teacher using the carpet for initial instruction and closing and then be encouraged to try it in their own classroom.	Altom, Katherine	10/6/2014	Classroom visit logs will be used to track use of the carpet during instruction	6/5/2015 monthly
G2.B1.S1.A1	Teachers will select one or two higher order questions a day from various subject areas and have students provide a written response.	Komatina, Michael	9/8/2014	Student work samples will be completed and lesson plans will be reviewed	6/5/2015 daily
G2.B1.S2.A1	Teachers will be trained on use of Achieve 3000	Komatina, Michael	8/11/2014	Attendance sign-in	6/5/2015 quarterly

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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.B1.S1.A1	Teachers will be trained on utilizing various Thinking Maps in all subject areas.	Komatina, Michael	9/8/2014	PD agenda and materials	6/5/2015 monthly
G3.B1.S2.A1	Gather and collect all ELL materials throughout the school and develop a centralized ESOL resource center.	Simon, Marianne	9/8/2014	Location organized with materials labeled and a listing of all available materials	6/5/2015 monthly
G1.B2.S1.A2	Provide professional development opportunities to teachers in the model classroom	Altom, Katherine	10/6/2014	Professional Development calendars, sign-in sheets, and exit tickets, Instructional rounding	6/5/2015 biweekly
G2.B1.S2.A2	Teachers will select appropriate text for students and assign written response around opinion writing	Komatina, Michael	9/8/2014	Student work samples	6/5/2015 weekly
G3.B1.S1.A2	Meet with teachers during collaborative common planning time to develop lessons utilizing Thinking Maps to increase students' understanding and achievement.	Komatina, Michael	9/8/2014	Weekly meeting notes and lesson plans	6/5/2015 weekly
G3.B1.S2.A2	Invite teachers into the ESOL resource center and discuss the use of available materials.	Simon, Marianne	9/8/2014	Meeting agenda and sign-in	6/5/2015 monthly
G1.MA1	Student engagement will be tracked in each classroom during each classroom visit	Simon, Marianne	10/6/2014	Data will be collected from each observation with a percent of students engaged.	6/5/2015 weekly
G1.B2.S1.MA1	Classroom observations	Simon, Marianne	10/6/2014	Classroom observation forms	6/5/2015 weekly
G1.B2.S1.MA1	Classroom observations will be done to look for carry-over from PD	Simon, Marianne	10/6/2014	Classroom observation forms	6/5/2015 weekly
G1.B2.S2.MA1	Classroom observations	Simon, Marianne	9/8/2014	Classroom observation forms with feedback	6/5/2015 one-time
G1.B2.S2.MA1	Classroom observations and coach support will occur	Komatina, Michael	9/8/2014	Coaches log and classroom observation forms	6/5/2015 monthly
G1.B2.S3.MA1	Classroom observations from admin	Simon, Marianne	10/6/2014	Classroom observation forms	6/5/2015 weekly
G1.B2.S3.MA1	The coaches will observe in classrooms and offer support or modeling for implementation	Altom, Katherine	10/6/2014	Classroom observation logs	6/5/2015 monthly
G2.MA1	Student work samples and rubrics will be collected and analyzed	Simon, Marianne	9/8/2014	Student work samples, rubrics, and interactive journals	6/5/2015 monthly
G2.B1.S1.MA1	Writing rubrics will be used to rate the work samples	Simon, Marianne	9/8/2014	Rubric scores will be recorded and analyzed to look at student growth	6/5/2015 monthly
G2.B1.S1.MA1	Student work samples around this activity will be reviewed during common planning meetings	Komatina, Michael	9/8/2014	Student Work samples and PD agendas	6/5/2015 monthly
G2.B1.S2.MA1	Classroom visits, student work samples, and rubrics	Simon, Marianne	9/8/2014	Classroom visits, student work samples, and rubrics	6/5/2015 weekly
G2.B1.S2.MA1	Teachers will be asked to bring student work samples to common planning to discuss and analyze implementation	Komatina, Michael	9/8/2014	Student work samples and PD agendas	6/5/2015 monthly
G3.MA1	CGA data, vocabulary assessments, iReady data, Achieve 3000, and teacher-made assessments will be analyzed to determine if our ELL students are making progress	Simon, Marianne	9/8/2014	Data through Performance Matters	6/5/2015 monthly
G3.B1.S1.MA1	Classroom walk-through and student work samples	Simon, Marianne	9/8/2014	Student work samples	6/5/2015 monthly
G3.B1.S1.MA1	Classroom walk-through and student work samples incorporating Thinking Maps.	Komatina, Michael	9/8/2014	Classroom visit notes and student work samples	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1	Admin will look for the appropriate usage of materials in classrooms	Simon, Marianne	9/8/2014	Observation feedback	6/5/2015 weekly
G3.B1.S2.MA1	Lesson plans will be reviewed and analyzed for ESOL strategies, accommodations, and resources implemented.	Simon, Marianne	9/8/2014	Lesson plans	6/5/2015 monthly
G4.MA1	CGA data, iReady data, teacher made test data will all be used to review progress.	Simon, Marianne	8/18/2014	Data charts, Lesson Plans, and schedules for rotations	6/5/2015 monthly
G4.B1.S1.MA1	Mini-Assessments or exit tickets will be given every two weeks to check student progress	Simon, Marianne	8/18/2014	Agendas, data collection on exit tickets, teacher surveys	6/5/2015 biweekly
G4.B1.S1.MA1	Admin will participate in all PLC data digs with an agenda and common board configuration.	Simon, Marianne	8/18/2014	Agendas, Data chat sheets, CBC's and evidence of data-driven centers	6/5/2015 monthly
G4.B1.S2.MA1	Classroom visits during the rotation time will occur and data will be analyzed every two weeks	Simon, Marianne	8/18/2014	Data collection, observation notes, feedback and next steps, Students accountability sheets for rotations will be reviewed	6/5/2015 biweekly
G4.B1.S2.MA1	Weekly debriefing sessions with the principal will occur	Simon, Marianne	8/18/2014	Meeting minutes, Sample lesson plans	6/5/2015 weekly
G5.MA1	CGA assessments will be given as well as teacher-based assessments	Simon, Marianne	8/18/2014	Data collection, teacher plans, Interactive journals	6/5/2015 monthly
G5.B2.S1.MA1	Science assessments will be used monthly to look at mastery of past standards	Simon, Marianne	8/18/2014	Data collection and data chats	6/5/2015 monthly
G5.B2.S1.MA1	Classroom observations during the science block will be conducted. Teacher should be in the science lab as scheduled following the lesson plans.	Simon, Marianne	8/18/2014	Observation notes, data collection	6/5/2015 biweekly
G5.B3.S1.MA1	Classroom observations will be conducted in the science classrooms.	Simon, Marianne	8/18/2014	Observation forms will be kept	6/5/2015 monthly
G5.B3.S1.MA1	Classroom observations will be conducted during the science block to monitor for fidelity	Simon, Marianne	8/18/2014	Classroom observation forms and feedback	6/5/2015 biweekly
G5.B3.S2.MA1	Assessments will be given to monitor the effectiveness	Simon, Marianne	8/18/2014	Data collection	6/5/2015 biweekly
G5.B3.S2.MA1	Classroom observations will be conducted to observe the use of appropriate text	Simon, Marianne	8/18/2014	Classroom observation forms	6/5/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

### G1. Increase student engagement

#### G1.B2 No buy-in from teachers/Compliance only

**G1.B2.S1** Math Coach will coach one teacher and her students and then use that group of students as her model classroom.

##### PD Opportunity 1

Provide professional development opportunities to teachers in the model classroom

##### Facilitator

Katie Altom

##### Participants

All teachers

##### Schedule

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

**G1.B2.S2** Implement the use of collaborative strategies in all classrooms.

##### PD Opportunity 1

Teachers will be trained on the use of collaborative strategies

##### Facilitator

Michael Komatina Katie Altom

##### Participants

All teachers

##### Schedule

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

**G2.** Writing will be taught cross-curriculum, with students writing daily.

**G2.B1** Time to write

**G2.B1.S1** Higher order questions will be asked in all subject areas and students will be required to respond in written form daily, the teacher will give expected answer and students will revise.

**PD Opportunity 1**

Teachers will select one or two higher order questions a day from various subject areas and have students provide a written response.

**Facilitator**

Michael Komatina

**Participants**

All teachers

**Schedule**

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

**G2.B1.S2** Achieve 3000 will be used to provide a variety of text-students will write their opinion and support using details from the text.

**PD Opportunity 1**

Teachers will be trained on use of Achieve 3000

**Facilitator**

Michael Komatina and Achieve 3000 staff

**Participants**

Literacy teachers in grades 3-5

**Schedule**

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

**G3.** Teachers will learn and utilize strategies for working with English Language Learners.

**G3.B1** Lack of teacher knowledge

**G3.B1.S1** Use Thinking Maps as visual aids for students to organize key ideas/concepts.

**PD Opportunity 1**

Teachers will be trained on utilizing various Thinking Maps in all subject areas.

**Facilitator**

Michael Komatina

**Participants**

All teachers

**Schedule**

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

**G3.B1.S2** Develop an ESOL resource room at the school

**PD Opportunity 1**

Invite teachers into the ESOL resource center and discuss the use of available materials.

**Facilitator**

Marianne Simon

**Participants**

All teachers

**Schedule**

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

**G4.** Increase use and precision of data-driven, standards-based differentiated center rotations.

**G4.B1** Teacher Knowledge around data analysis

**G4.B1.S1** Data digs will be conducted after each time an assessment is given as a grade level.

**PD Opportunity 1**

Teachers will plan for a data dig with the admin team after each grade level assessment is given. Admin team will guide the questions and conversations in a gradual release model.

**Facilitator**

Michael Komatina Katie Aderholt Marianne Simon Angela Brown

**Participants**

All teachers

**Schedule**

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

**G5.** Increase the use of hands-on, engaging science lessons and use of the science lab across all grade levels.

**G5.B2** Lack of knowledge from previous grade levels

**G5.B2.S1** Use assessment to determine deficient skills and provide remediation to students through small groups during science work time.

**PD Opportunity 1**

Teachers in grades 1-5 will provide remediation of past standards during small group instruction in science after collecting data to assess needs.

**Facilitator**

Marianne Simon and Jennifer Lisella-Marcellus

**Participants**

Teachers in grade 1-5

**Schedule**

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



**G5.B3** Below level reading comprehension

**G5.B3.S2** Use Achieve 3000 to pull materials on appropriate content, but at a lower reading level

**PD Opportunity 1**

Teachers will learn to use Achieve 3000 and pull science text at the reading levels of their students

**Facilitator**

Michael Komatina

**Participants**

3rd-5th grade teachers

**Schedule**

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

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
<b>Goal 5:</b> Increase the use of hands-on, engaging science lessons and use of the science lab across all grade levels.	1,500
<b>Grand Total</b>	<b>1,500</b>

Goal 5: Increase the use of hands-on, engaging science lessons and use of the science lab across all grade levels.		
Description	Source	Total
<b>B2.S1.A1</b> - We have grant money to buy science supplies	Other	1,500
<b>Total Goal 5</b>		<b>1,500</b>