Lone Star Elementary School

2014-15 School Improvement Plan

Lone Star Elementary School

10400 LONE STAR RD, Jacksonville, FL 32225

http://www.duvalschools.org/lonestar

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	63%

Alternative/ESE Center	Charter School	Minority
No	No	56%

School Grades History

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

Lone Star Elementary is a community of educators and parents working together to develop all students to their fullest potential by providing research based instructional strategies integrating math, science and technology to promote a love of learning, community pride and to develop a safe, positive environment.

Provide the school's vision statement

The Lone Star Elementary vision is to inspire high academic achievement among all students, serve their needs, challenge their minds to prepare them for secondary education and enrich their lives for success and participation in a global society.

School Environment

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

Teachers are culturally responsive. They are involved in a stance toward teaching and learning styles, differing interaction and communication styles, values, attitudes, and behaviors. Teachers make students' lives and communities central to the learning process. They emphasize experimental and activity-based approaches to learning, draw connections between school and communities, and help students develop a belief that his or her best interest is the key focus.

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

Student safety is continuously monitored and reinforced through the following actions:
1. Doors and gates are locked daily and checked by the security guard.
2. Fire drills are held monthly
3. Safety plan and procedures for emergency response are conducted and monitored by administration and teachers.
4. Identification procedures for all school visitors, including parents are in place.
5. Teachers demonstrate respect for students and their potential as learners by providing a caring environment and making personal connections with students and families. Respect for diverse family structures and cultures. conveyed directly to students when teachers hold high expectations for achievement.

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

A Positive Behavioral Intervention & Support plan is comprised of a broad range of systemic and individualized strategies for achieving social and learning outcomes while preventing behavior problems with all students. Teachers use a compilation of effective practices, interventions, and strategies to support students. Teachers participated in the Code of Conduct training during pre-planning and students attended the Code of Conduct assembly during the first week of school. Code of Conduct student assemblies will be held each semester to ensure the system is fairly and

consistently enforced. The Foundations Team analyzes school-wide discipline data and adjusts practices when needed.

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

Character development activities and discussions are implemented throughout the school year to support the balance of academic success and social development. School staff continually monitor students who may be struggling with family and other issues and provide support. The School Counselor has an approachable manner and schedules periodic checks on identified students and provides additional resources for support. Full Service Schools resources are available to all Lone Star families.

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

NA

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	6	5	5	5	2	2	25
One or more suspensions	0	0	2	5	7	2	16
Course failure in ELA or Math	0	0	0	2	1	0	3
Level 1 on statewide assessment	0	0	0	31	19	33	83

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	3	4	4	11

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

Formalize participation of students, teachers, family and community members in site-based decision making teams, school leadership councils, strategic planning and school improvement teams. Develop programs to support student individual plans for progress that allow students to plan their learning and the activities to support and implement interventions based on students individual academic levels.

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

Parental involvement will increase from 65% in 2014 to 70% (451 of 645) as determined by the Dowling Douglas electronic tracking system.

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

Building and sustaining positive relationships is important to the well being and culture of the school. We will invite community organizations and business partners to participate on various committees and school-wide events such as the School Advisory Council (SAC), PTA, and tutoring and mentoring programs. Community partners will be recognized in the school newsletter each quarter throughout the year for their participation and support to the school. Parents, Arlington Chamber of Commerce, and Haskell Construction Company supported the One School, One Book initiative. New Day Jacksonville Church supported a clothing drive to support students in need.

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
Lingren, Amy	Principal
Parker, Latonya	Assistant Principal
Clark, Mary Ann	Instructional Coach
Weber, Jamie	Teacher, K-12
Huber, Anita	Teacher, K-12
Kelly, Elizabeth	Teacher, K-12
Pruitt, Sandra	Teacher, K-12
Wood, Stephen	Teacher, K-12
Hull, Mary	Other
Grelle, Rachel	Teacher, K-12
Smith, Laura	Teacher, K-12

Duties

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

The members of the leadership team review academic and behavior intervention plans and other documents. School goals and intervention plans are modified quarterly to reflect assessment data and changing student needs.

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

Review progress monitoring data at specific grade levels to identify students who are meeting and or exceeding benchmarks and those who are at moderate or high risk for not meeting benchmarks.
The leadership team review all data to analyze, interpret and implement using interventions, research-based strategies and materials with identified students.
Teachers analyze data from class and district assessments bi-weekly during collaborative planning sessions.
Progress monitoring meetings will be held every 4-6 weeks to evaluate progress of existing interventions, suggest new interventions, and/or refer to MRT for additional testing.
SAI funds will be used to pay for teachers to participate in before/after school tutoring.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Amy Lingren	Principal
Brooke Harrison	Teacher
Derrick Scott	Education Support Employee
Marilyn Myrick	Business/Community
Joyce Gustufson	Business/Community
Ann White	Business/Community
Myra Jones	Parent
Irma Sanchez	Education Support Employee
Kim Norwood	Parent
Andree Bienvenue	Business/Community

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

All data points were reviewed. Targets and results discussed and current targets, action steps, and interim assessments will be reviewed throughout the year.

Development of this school improvement plan

The School Advisory Council is an active organization which plays a vital role in the success of Lone Star Elementary. This organization provides parents, community members, faculty, staff, and students an opportunity to participate in the development of educational priorities, assessment of school's needs, and identification of local resources.
SAC members assist in the preparation and evaluation of the school improvement plan and the preparation of the school budget.

Preparation of the school's annual budget and plan

The 2014-2015 budget will be reviewed for additional materials to support student learning.

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

2013-2014 funds helped purchase Lucy Calkins Units of Study to support the improvement of student writing scores. No funding has been allocated for the 2014-2015 school year. However, SAC approves any roll-over balances to purchase school supplies and academic materials to support students and teachers.

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
Clark, Mary Ann	Instructional Coach
Brock, Carol	Teacher, K-12
Hartman, Holly	Teacher, K-12
Lynn, Lindsey	Teacher, K-12
McMahon, Maria	Teacher, K-12
Parker, Latonya	Assistant Principal
Quillen, Gabrielle	Teacher, K-12
Rouse, Michelle	Teacher, ESE
Thies, Elizabeth	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Building on the district's Tier 1 core instructional practices, which are matched to the Language Arts Florida Standards, the primary focus for student and school improvement will be to increase proficiency while maintaining student learning gains. LLT members will lead professional discussions among grade level teams that focus on differentiating Tier 2 instruction by strengthening rotations, small group instruction, and individual student conferencing.
The LLT will lead the faculty in a full K-5 implementation of Units of Study in Opinion, Information, and Narrative Writing (UoS). Developed by Dr. Lucy Calkins and her colleagues at Teachers College,

Columbia University, UoS is widely recognized for providing rigorous learning opportunities for students that meet and exceed the Common Core State Standards. The instructional materials also include professional development to guide teachers through the learning process. The LLT members serve as teacher leaders for their respective grade levels in our commitment to improve the delivery of writing instruction at Lone Star Elementary.

Another focus of leadership from the LLT is the improvement of vocabulary instruction at all grade levels. The goal is to establish a more structured, systematic vocabulary program that incorporates Robert Marzano's 6-step method for acquiring academic vocabulary and Beck, McKeown, and Kucan's instructional sequence for increasing Tier 2 expressive and receptive vocabulary. Once again, the team will serve as teacher leaders among the faculty to support the implementation of these research-proven models for vocabulary instruction. To increase our students' enthusiasm for developing a rich vocabulary, the LLT will actively support Lone Star's Word Buster Word of the Week initiative whereby students are challenged to learn synonyms, idioms, and common phrases that focus on a single, simple word. This initiative is based on Essential Expressions of Everyday Events (E4) through www.textprojct.org.

One School, One Book (OSOB) will be continued this school year with the LLT serving as organizers. This initiative began last year as a community/school project to engage our LSE families in the reading of a common book, The Mouse and the Motorcycle, and included school-wide activities and events. OSOB is a parent involvement initiative that provided a framework and focus for enjoying family reading time around a single book. The LLT will select this year's book, provide families with a timeline for reading the chapters, develop school activities and events, and reach out to business partners for funding support.

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

NA

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

1. On-site Professional Development – Literacy Coach and District Math Coach facilitate trainings and provide leadership and training to staff.
2. CET-trained teachers attend district-provided professional development and use effective strategies learned with mentees.
3. Professional Development Facilitator (PDF) provides monthly meetings and on-going support to service MINT participants and mentors.
4. Mentors meet regularly with teachers who have less than three years experience and those new to the district.
5. School Administration and school staff recruit during School Choice Expo.

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

Mentor: Elizabeth Kelly
Mentee: Maria McMahon
Rationale for pairing: Ms. Kelly is a veteran teacher with a history of high student achievement.
Planned Mentoring Activities: The mentor and mentee will meet biweekly to discuss evidence-based strategies for each domain and the progress toward meeting the goals set by the teacher's Individual Professional Development Plan (IPDP). The mentor is given released time to observe the mentee. Time is given for feedback, coaching and planning. PDF/novice teacher meetings are held monthly.

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

Florida's Standards and Item Specs are read and reviewed in relation to student work at every grade level. During informal and formal evaluations administration looks for alignment of the curriculum to the work of common planning. Teachers also follow the district Curriculum Guides to ensure alignment between classrooms.

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 use current data to determine placement of students within the curriculum. Student data may include, but is not limited to I-Ready, CGA, Achieve 3000, FCAT, teacher made assessments, and informal observations. Teachers update data through observation during classroom instruction, exit tickets, and formal assessments weekly to determine individual student needs and then group students accordingly within the classroom to optimize instruction. Administration monitors differentiation weekly.

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: After School Program

Minutes added to school year: 2,400

Teachers offer tutoring to their students before and/or after school throughout the school year. Tutorial sessions occur at the school site. Participation is based on the students' academic needs as identified through data analysis (bottom quartile first). Teachers identify goals and collaborate with their colleagues to develop effective learning strategies that will enhance student success during this tutorial program. Teachers are funded through grant money and district SAI funds. The Leveled Literacy Interventions (LLI) will be added to the Extended Day Program. Teachers will be paid through Extended Day funds to support this intervention.

Strategy Rationale

The school's overall performance dropped to 470 total pts. Supplemental materials and professional development in core academic areas will be provided to teachers to support before/ afterschool tutoring and classroom interventions.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Clark, Mary Ann , clarkm2@duvalschools.org

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

Teachers analyze student data based on achievement of goals and/or progress toward meeting the instructional standards. Data chats are held quarterly with grade level teachers and administration. Groups are set up based on needs as determined by fall assessments. Teachers collaborate with their colleagues to establish groups that will meet the needs of their learners. Data collection is ongoing throughout the year and is analyzed to monitor the effectiveness of teacher instruction and progress of their students during tutoring. New groups are formed and students move in and out of the groups based on individual student growth, progress and needs.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The teachers administer a statewide assessment, the Florida Kindergarten Readiness Screener, (FLKRS), and district baseline assessments upon entry into kindergarten. The results of these assessments help teachers to determine student readiness for school and areas of instructional need. Additionally, those students who score low on the FLKRS assessment are also given the Developmental Assessment of Reading (DAR), which identifies specific areas of need. This data help to determine instructional goals and possible Tier II and III Interventions. This tailored instructional support assists each student in making satisfactory progress during their kindergarten year.

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

NA

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

NA

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

NA

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

NA

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.   In 2015 in grades 3, 4 and 5, 75% (241 of 334) of students will achieve level 3 or higher on the Florida Standard Assessment in Reading. Teachers will provide explicit instruction aligned with Item Specs and district Curriculum Guides.

G2.   In 2015, the percentage of students in the bottom quartile making learning gains in reading will reach 77% (62 of 81). Teachers will provide interventions and explicit differentiation to support student growth.

G3.   In 2015, 70% (234 of 334) of students will be proficient with a score of 3 or above on Florida Standard Assessment Mathematics. Teachers will provide explicit instructions aligned with Item Specs and district Curriculum Guides.

G4.   In 2015 72% (44 of 61) of the lowest quartile will make learning gains in math. Teachers will provide interventions and explicit differentiation to support student growth.

G5.   A minimum of 74% (74/100) of grade 5 students will score Level 3 or higher on the Science FCAT. Teachers will provide explicit instruction, increase science vocabulary lessons, and facilitate experiment activities in the Science Lab.

G6.   In 2015 72% (74/103) of 4th and 5th grade students will score at or above proficiency on the state writing assessment. Teachers will provide explicit text based writing instruction aligned with FSA rubric. Teachers will facilitate writing practice sessions and incorporate writing with all subjects to provide immediate feedback to students using the Lucy Calkins model.

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. In 2015 in grades 3, 4 and 5, 75% (241 of 334) of students will achieve level 3 or higher on the Florida Standard Assessment in Reading. Teachers will provide explicit instruction aligned with Item Specs and district Curriculum Guides. `1a`

🔍 G041054

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal `2`

- School Literacy Coach, administration, and the District Literacy Coach, Tier 2 LLI Intervention, before/afterschool tutoring

Targeted Barriers to Achieving the Goal `3`

- A lack of sufficient knowledge and application of the teaching strategies in reading exists. This is necessary to provide students with the needed rigor to achieve grade level and above expectations.

Plan to Monitor Progress Toward G1. `8`

Administration will meet with grade levels and individual teachers to analyze data and determine progress and next steps.

Person Responsible

Amy Lingren

Schedule

Biweekly, from 10/17/2014 to 5/15/2015

Evidence of Completion

Teacher data sheets, tracking student progress and minutes from data chats. Percentage of teachers who meet their IPDP goals. Steady growth in periodic assessments.

G2. In 2015, the percentage of students in the bottom quartile making learning gains in reading will reach 77% (62 of 81). Teachers will provide interventions and explicit differentiation to support student growth.
1a

🔍 G041055

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	77.0

Resources Available to Support the Goal 2

- LLI and Barton interventions will be administered to Tier 2 and Tier 3 students during daily instruction and before/after school tutoring.

Targeted Barriers to Achieving the Goal 3

- Insufficient student ownership of learning leads to poor student engagement in reading tasks hindering the attainment of daily learning objectives. No interventionist assigned to LSE to deliver Barton Intervention. Lowest performing subgroup is students with disabilities. However, K-5 self-contained students are taught in multi-grade classrooms which could compromise the quality of instruction delivered to some of our most fragile children. District reduced staffing with two teachers for the 2014-2015 school year for VE and EBD, increasing case loads for all ESE teaches.

Plan to Monitor Progress Toward G2. 8

Analyze assessment data to identify the number of students per grade level that could benefit from materials other than those we currently have. Monitor student progress frequently.

Person Responsible

Amy Lingren

Schedule

Quarterly, from 10/17/2014 to 5/15/2015

Evidence of Completion

1. Teacher data sheets, tracking student progress and minutes from data chats.

G3. In 2015, 70% (234 of 334) of students will be proficient with a score of 3 or above on Florida Standard Assessment Mathematics. Teachers will provide explicit instructions aligned with Item Specs and district Curriculum Guides. 1a

🔑 G041056

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	78.0

Resources Available to Support the Goal 2

- District Math Specialist, Administration, Math Vertical Learning Team

Targeted Barriers to Achieving the Goal 3

- No school Math Coach. Lack of sufficient knowledge and application of teaching strategies in math exists. This is necessary to provide students with the needed rigor to achieve grade level expectations or higher.

Plan to Monitor Progress Toward G3. 8

Provide professional development and modeling by district specialist and math lead teachers; observe effective applied practices in all math classes.

Person Responsible

Latonya Parker

Schedule

Monthly, from 10/17/2014 to 5/15/2015

Evidence of Completion

Evidence of professional development sessions and notes from classroom observations by district specialist and administrators.

G4. In 2015 72% (44 of 61) of the lowest quartile will make learning gains in math. Teachers will provide interventions and explicit differentiation to support student growth. `1a`

`G041057`

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	72.0

Resources Available to Support the Goal `2`

- Before/after school tutoring. Students will be encouraged to participate in Sunshine Math by all teachers.

Targeted Barriers to Achieving the Goal `3`

- Students in the bottom quartile are often lacking basic pre-requisite math skills necessary to grasp the higher level concept questions assessed at their grade level.

Plan to Monitor Progress Toward G4. `8`

1. Identify the lowest quartile students at quarterly data chats.
2. Target lowest quartile students first for involvement in tutoring opportunities.

Person Responsible

Latonya Parker

Schedule

Quarterly, from 10/17/2014 to 5/15/2015

Evidence of Completion

1. Teacher data sheets broken down to individual student level. 2. Attendance/participation of the lowest 25% of students in tutoring activities.

G5. A minimum of 74% (74/100) of grade 5 students will score Level 3 or higher on the Science FCAT. Teachers will provide explicit instruction, increase science vocabulary lessons, and facilitate experiment activities in the Science Lab. 1a

G041058

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	74.0

Resources Available to Support the Goal 2

- School Literacy Coach, administration and District Science Specialist, mandatory regular attendance in science lab; all students will be involve in the Science Fair

Targeted Barriers to Achieving the Goal 3

- Students lack scientific vocabulary and regular exposure to hands-on experiments. Teachers are not providing science instruction regularly and with fidelity.

Plan to Monitor Progress Toward G5. 8

1. Scientific vocabulary will be emphasized in interactive journals and on word walls.
2. Professional development will be provided on 3 approaches to teach Science vocabulary.

Person Responsible

Amy Lingren

Schedule

Quarterly, from 10/17/2014 to 5/15/2015

Evidence of Completion

1. Student learning will be assessed through journals, assessments and exit tickets. 2. Submission of a science fair projects by each class/students. 3. Regular attendance in Science Lab per resource schedule.

G6. In 2015 72% (74/103) of 4th and 5th grade students will score at or above proficiency on the state writing assessment. Teachers will provide explicit text based writing instruction aligned with FSA rubric. Teachers will facilitate writing practice sessions and incorporate writing with all subjects to provide immediate feedback to students using the Lucy Calkins model. `1a`

`G041059`

Targets Supported `1b`

Indicator	Annual Target
FAA Writing Proficiency	72.0

Resources Available to Support the Goal `2`

- Literacy Coach, administration, and Region 2 Literacy Specialist-DOE. Implementation of Lucy Calkins "Units of Study" daily with fidelity in all classrooms literacy.

Targeted Barriers to Achieving the Goal `3`

- Transitioning from formulaic writing to Florida Standards for Writing is a significant instructional shift. Strong curriculum support and high quality instructional materials are necessary to strengthen teachers' knowledge of instructional practices that consistently result in student performance that meets the grade level standards.

Plan to Monitor Progress Toward G6. `8`

Data will be collected via district writing assessments. Professional development will be provided for teachers on strategies to increase student writing performance and accurately score student papers.

Person Responsible

Mary Ann Clark

Schedule

Quarterly, from 10/17/2014 to 5/15/2015

Evidence of Completion

1. Student progress on district-scored writing prompts (Gr. 4). 2. Grade 4 & 5 students will routinely score sample writing pieces and engage in class discussions on the reasons the pieces should receive a grade based on the FCAT 6 point rubric. 3. Evidence of progress on student writing pieces as observed by the literacy coach and administrators (K-5).

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. In 2015 in grades 3, 4 and 5, 75% (241 of 334) of students will achieve level 3 or higher on the Florida Standard Assessment in Reading. Teachers will provide explicit instruction aligned with Item Specs and district Curriculum Guides. `1`

🔑 G041054

G1.B1 A lack of sufficient knowledge and application of the teaching strategies in reading exists. This is necessary to provide students with the needed rigor to achieve grade level and above expectations. `2`

🔑 B099631

G1.B1.S1 Teachers will use explicit modeling of reading strategies in small groups with targeted students. Teachers will expose all students to grade level text and higher order questioning. Teachers will use materials that engage students (Interactive journals, ARC Classroom Library (K-2), Making Words (K-2), Novel Studies (3-5), Tutor Mate and Teacher Mate (K-1). Teachers will consistently use the Gradual Release Model. `4`

🔑 S110913

Strategy Rationale

When students learn effective strategies for engaging with increasingly complex and diverse texts, they will successfully read and comprehend grade level materials.

Action Step 1 `5`

Teachers will deliver lessons including explicit modeling and ample practice for student proficiency with annotating complex text, citing evidence when answering text-dependent questions, and using a variety of graphic organizers to think about the text. Through text-based discussions and utilizing close reading strategies, teachers will model how we interpret, reread, and consult the text to gain a deeper understanding of the author's message.

Person Responsible

Mary Ann Clark

Schedule

Daily, from 10/17/2014 to 5/15/2015

Evidence of Completion

Professional development agendas/calendar and CAST observation notes on ratings.

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

Administrators will monitor lesson plans and observe degree of fidelity of implementation during observations, walk-throughs and through instructional discussions with teachers. Assessment data from CGAs, DAR's and grade level common assessments.

Person Responsible

Mary Ann Clark

Schedule

Biweekly, from 10/17/2014 to 5/15/2015

Evidence of Completion

Teacher data sheets, tracking student progress and minutes from data chats. Steady growth in periodic student assessments.

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

Teacher rubric scores from formal and informal CAST observations, student assessments results from formative and summative assessments such as CGAs, DAR, grade level common assessments and FCAT.

Person Responsible

Amy Lingren

Schedule

Quarterly, from 10/17/2014 to 5/15/2015

Evidence of Completion

Completion will be evidenced by data that demonstrate one year's growth and the teachers receiving "Effective" or "Highly Effective" ratings on CAST.

G2. In 2015, the percentage of students in the bottom quartile making learning gains in reading will reach 77% (62 of 81). Teachers will provide interventions and explicit differentiation to support student growth. `1`

`🔍 G041055`

G2.B1 Insufficient student ownership of learning leads to poor student engagement in reading tasks hindering the attainment of daily learning objectives. No interventionist assigned to LSE to deliver Barton Intervention. Lowest performing subgroup is students with disabilities. However, K-5 self-contained students are taught in multi-grade classrooms which could compromise the quality of instruction delivered to some of our most fragile children. District reduced staffing with two teachers for the 2014-2015 school year for VE and EBD, increasing case loads for all ESE teaches. `2`

`🔍 B099635`

G2.B1.S1 Teachers will deliver lessons including explicit modeling and ample practice for student proficiency with annotating complex text, citing evidence when answering text-dependent questions, and using a variety of graphic organizers to think about the text. Through text-based discussions and utilizing close reading strategies, teachers will model how we interpret, reread, and consult the text to gain a deeper understanding of the author's message. Self-contained students will be mainstreamed whenever possible & appropriate to be exposed to grade level content. `4`

`🔍 S120343`

Strategy Rationale

Rotations and guided reading provide the best opportunity for teachers to differentiate instruction.

Action Step 1 `5`

Rotations will be more aligned to students' skill levels. Rotations will be more efficient with the use of instructional materials that support individual student needs, such as, Achieve 3000 (3-5), i-Ready Reading, interactive journals, and Write to Learn (5).

Person Responsible

Mary Ann Clark

Schedule

Daily, from 10/17/2014 to 5/15/2015

Evidence of Completion

Lesson plans noting differentiated activities attached to individual students based on assessment data.

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

Analyze assessment data to identify the number of students per grade level who will benefit from reading interventions. Monitor student progress frequently. Closely monitor progress of ESE students given reduced staffing.

Person Responsible

Amy Lingren

Schedule

Quarterly, from 10/17/2014 to 5/15/2015

Evidence of Completion

CGA data, iReady Progress Monitoring reports, state assessments.

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

Monitor student progress frequently.

Person Responsible

Amy Lingren

Schedule

Monthly, from 10/17/2014 to 10/17/2014

Evidence of Completion

Teacher data sheets, progress monitoring reports, data chats and RtI monitoring.

G3. In 2015, 70% (234 of 334) of students will be proficient with a score of 3 or above on Florida Standard Assessment Mathematics. Teachers will provide explicit instructions aligned with Item Specs and district Curriculum Guides. `1`

🔍 G041056

G3.B1 No school Math Coach. Lack of sufficient knowledge and application of teaching strategies in math exists. This is necessary to provide students with the needed rigor to achieve grade level expectations or higher. `2`

🔍 B099637

G3.B1.S1 Teachers will use supplemental instruction/intervention for students using Xtra Math and i-Ready programs in before/after school tutoring. `4`

🔍 S110916

Strategy Rationale

School performance data decreased to 470 pts. Professional development will be provided to teachers with supplemental materials to implement as interventions to increase student proficiency.

Action Step 1 `5`

Teachers will deliver lessons including explicit modeling and ample practice for student proficiency with using a variety interventions and data based rotations aligned to individual student needs.

Person Responsible

Latonya Parker

Schedule

Daily, from 10/17/2014 to 5/15/2015

Evidence of Completion

Student progress will be monitored through data and progress monitoring reports; lesson plans will include activities for differentiation for specific students.

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

Provide professional development and modeling by district specialist and math lead teachers; observe effective applied practices in all math classes through peer observations; data chats at least quarterly with teacher; administration monitoring of lesson plans & classroom instruction.

Person Responsible

Latonya Parker

Schedule

Quarterly, from 10/17/2014 to 5/15/2015

Evidence of Completion

Data from assessments and progress monitoring reports; lesson plans; CAST observation documentation.

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

Administration will monitor usage reports for Xtra Math and i-Ready as teachers implement these supplemental programs.

Person Responsible

Latonya Parker

Schedule

Biweekly, from 10/17/2014 to 5/15/2015

Evidence of Completion

Usage reports will be collected/used to demonstrate the degree of implementation of the supplemental programs.

G4. In 2015 72% (44 of 61) of the lowest quartile will make learning gains in math. Teachers will provide interventions and explicit differentiation to support student growth. 1

🔑 G041057

G4.B1 Students in the bottom quartile are often lacking basic pre-requisite math skills necessary to grasp the higher level concept questions assessed at their grade level. 2

🔑 B099640

G4.B1.S1 Analyze data (Xtra Math and i-Ready) and student work of bottom quartile students. Provide student need-specific interventions; use tiered lessons and activities and provide before/after school tutoring. 4

🔑 S110918

Strategy Rationale

When students learn effective strategies, they will successfully master grade level standards.

Action Step 1 5

Teachers will use district-provided programs and interventions (Xtra Math, i-Ready) with fidelity.

Person Responsible

Latonya Parker

Schedule

Weekly, from 10/17/2014 to 5/15/2015

Evidence of Completion

Implementation of district-provided materials/programs as evidenced in lesson plans and observation through classroom observations.

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

During classroom observations and pre and post conferences; coach-led professional development, followed by modeling and observing teachers teaching the strategies followed by feedback; data chats and administration/teacher meetings.

Person Responsible

Latonya Parker

Schedule

Biweekly, from 10/17/2014 to 5/15/2015

Evidence of Completion

Assessment data received from district assessments and CAST ratings; professional development documentation.

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

Analyze formative and summative assessment data for students served with these materials.

Person Responsible

Latonya Parker

Schedule

Quarterly, from 10/17/2014 to 5/15/2015

Evidence of Completion

Assessment data received from district assessments show student progress; observations by District Math Specialist and administration of student work and progress. Feedback from teachers participating in peer observations.

G5. A minimum of 74% (74/100) of grade 5 students will score Level 3 or higher on the Science FCAT. Teachers will provide explicit instruction, increase science vocabulary lessons, and facilitate experiment activities in the Science Lab. `1`

🔑 G041058

G5.B1 Students lack scientific vocabulary and regular exposure to hands-on experiments. Teachers are not providing science instruction regularly and with fidelity. `2`

🔑 B099642

G5.B1.S1 All students will conduct regular investigation using the scientific method in the Science Lab. `4`

🔑 S110919

Strategy Rationale

Action Step 1 `5`

All students will be provided explicit instruction on how to conduct an investigation using the scientific method. Students will conduct investigations in the Science Lab guided by the instructor. All students will incorporate scientific vocabulary in Science journals.

Person Responsible

Amy Lingren

Schedule

Weekly, from 10/17/2014 to 5/15/2015

Evidence of Completion

Classroom observations, district assessment results, science journal; documentation that all students participated in creating a science fair project. Regular attendance in exploration in science lab.

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

Administrators will monitor lesson plans and observe degree of fidelity of implementation during observations, walk-through, the science fair, and through instructional discussions with teachers.

Person Responsible

Amy Lingren

Schedule

Monthly, from 10/17/2014 to 5/15/2015

Evidence of Completion

Every child or class will have a science fair project demonstrating their understanding and implementation of the scientific method.

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

Student scores on the their individual science fair projects (2-5) or children's submissions in their interactive journals regarding the guided science investigations completed in their classroom.

Person Responsible

Amy Lingren

Schedule

Monthly, from 10/17/2014 to 5/15/2015

Evidence of Completion

Data collected from formative assessments and fifth grade FCAT scores; evidence that all students participate in the Science Fair.

G5.B1.S2 Science vocabulary will be explicitly taught using one of 3 research-based methods. `4`

S110920

Strategy Rationale

Action Step 1 `5`

Students will correctly use scientific vocabulary, as evidenced by entries in student interactive journals.

Person Responsible

Amy Lingren

Schedule

Daily, from 10/17/2014 to 5/15/2015

Evidence of Completion

Classroom observations, district assessment results, documentation that all students participated in creating a science fair project, regular review of science journals by teachers.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 `6`

Classroom observations by administration, district science specialist and school literacy coach; classroom walk-throughs and review of lesson plans.

Person Responsible

Amy Lingren

Schedule

Monthly, from 10/17/2014 to 5/15/2015

Evidence of Completion

Evidence in lesson plans and observed instruction by administration and school-based literacy coach. Student participation in Science Fair.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 `7`

District assessments and student success with science fair projects.

Person Responsible

Amy Lingren

Schedule

Quarterly, from 10/17/2014 to 5/15/2015

Evidence of Completion

Data collected from formative assessments, fifth grade FCAT scores, and Science fair assessments.

G6. In 2015 72% (74/103) of 4th and 5th grade students will score at or above proficiency on the state writing assessment. Teachers will provide explicit text based writing instruction aligned with FSA rubric. Teachers will facilitate writing practice sessions and incorporate writing with all subjects to provide immediate feedback to students using the Lucy Calkins model. 1

🔑 G041059

G6.B1 Transitioning from formulaic writing to Florida Standards for Writing is a significant instructional shift. Strong curriculum support and high quality instructional materials are necessary to strengthen teachers' knowledge of instructional practices that consistently result in student performance that meets the grade level standards. 2

🔑 B099644

G6.B1.S1 Implement daily and with fidelity Common Core State Standards' aligned materials: Lucy Calkins: Units of Study; CPALMS; Writing Interactive Journals; professional development to help teachers move students to meet and exceed grade level standards. 4

🔑 S110921

Strategy Rationale

Students' performance in writing is positively impacted when all ELA teachers have access to a nationally recognized writing curriculum, high quality instructional materials, and the opportunity for collaboration and collegial study of research-proven instructional practices.

Action Step 1 5

Use of Florida Standards' aligned materials:
Lucy Calkins: Units of Study; CPALMS; Writing Interactive Journals; professional development to help teachers move students to meet and exceed grade level standards.

Person Responsible

Mary Ann Clark

Schedule

Daily, from 10/17/2014 to 5/15/2015

Evidence of Completion

District assessment scores based on a 6 pt FCAT rubric; student-scored writing samples. Common Planning and Early Dismissal agenda

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

Administrators will monitor lesson plans and observe degree of fidelity of implementation during observations, walk-throughs and through instructional discussions with teachers. Assessment data from district writing prompts.

Person Responsible

Mary Ann Clark

Schedule

Weekly, from 10/17/2014 to 5/15/2015

Evidence of Completion

Results of district writing prompts and CAST ratings.

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

Teacher rubric scores from formal and informal CAST observations.

Person Responsible

Amy Lingren

Schedule

Semiannually, from 10/17/2014 to 5/15/2015

Evidence of Completion

Completion will be evidenced by data that demonstrate one year's growth and the teachers receiving "Effective" or "Highly Effective" ratings on CAST.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will deliver lessons including explicit modeling and ample practice for student proficiency with annotating complex text, citing evidence when answering text-dependent questions, and using a variety of graphic organizers to think about the text. Through text-based discussions and utilizing close reading strategies, teachers will model how we interpret, reread, and consult the text to gain a deeper understanding of the author's message.	Clark, Mary Ann	10/17/2014	Professional development agendas/ calendar and CAST observation notes on ratings.	5/15/2015 daily

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 deliver lessons including explicit modeling and ample practice for student proficiency with using a variety interventions and data based rotations aligned to individual student needs.	Parker, Latonya	10/17/2014	Student progress will be monitored through data and progress monitoring reports; lesson plans will include activities for differentiation for specific students.	5/15/2015 daily
G4.B1.S1.A1	Teachers will use district-provided programs and interventions (Xtra Math, i-Ready) with fidelity.	Parker, Latonya	10/17/2014	Implementation of district-provided materials/programs as evidenced in lesson plans and observation through classroom observations.	5/15/2015 weekly
G5.B1.S1.A1	All students will be provided explicit instruction on how to conduct an investigation using the scientific method. Students will conduct investigations in the Science Lab guided by the instructor. All students will incorporate scientific vocabulary in Science journals.	Lingren, Amy	10/17/2014	Classroom observations, district assessment results, science journal; documentation that all students participated in creating a science fair project. Regular attendance in exploration in science lab.	5/15/2015 weekly
G5.B1.S2.A1	Students will correctly use scientific vocabulary, as evidenced by entries in student interactive journals.	Lingren, Amy	10/17/2014	Classroom observations, district assessment results, documentation that all students participated in creating a science fair project, regular review of science journals by teachers.	5/15/2015 daily
G6.B1.S1.A1	Use of Florida Standards' aligned materials: Lucy Calkins: Units of Study; CPALMS; Writing Interactive Journals; professional development to help teachers move students to meet and exceed grade level standards.	Clark, Mary Ann	10/17/2014	District assessment scores based on a 6 pt FCAT rubric; student-scored writing samples. Common Planning and Early Dismissal agenda	5/15/2015 daily
G2.B1.S1.A1	Rotations will be more aligned to students' skill levels. Rotations will be more efficient with the use of instructional materials that support individual student needs, such as, Achieve 3000 (3-5), i-Ready Reading, interactive journals, and Write to Learn (5).	Clark, Mary Ann	10/17/2014	Lesson plans noting differentiated activities attached to individual students based on assessment data.	5/15/2015 daily
G1.MA1	Administration will meet with grade levels and individual teachers to analyze data and determine progress and next steps.	Lingren, Amy	10/17/2014	Teacher data sheets, tracking student progress and minutes from data chats. Percentage of teachers who meet their IPDP goals. Steady growth in periodic assessments.	5/15/2015 biweekly
G1.B1.S1.MA1	Teacher rubric scores from formal and informal CAST observations, student assessments results from formative and summative assessments such as CGAs, DAR, grade level common assessments and FCAT.	Lingren, Amy	10/17/2014	Completion will be evidenced by data that demonstrate one year's growth and the teachers receiving "Effective" or "Highly Effective" ratings on CAST.	5/15/2015 quarterly
G1.B1.S1.MA1	Administrators will monitor lesson plans and observe degree of fidelity of implementation during observations, walk-throughs and through instructional discussions with teachers. Assessment data from CGAs, DAR's and grade level common assessments.	Clark, Mary Ann	10/17/2014	Teacher data sheets, tracking student progress and minutes from data chats. Steady growth in periodic student assessments.	5/15/2015 biweekly
G2.MA1	Analyze assessment data to identify the number of students per grade level that could benefit from materials other than those we currently have. Monitor student progress frequently.	Lingren, Amy	10/17/2014	1. Teacher data sheets, tracking student progress and minutes from data chats.	5/15/2015 quarterly
G2.B1.S1.MA1	Monitor student progress frequently.	Lingren, Amy	10/17/2014	Teacher data sheets, progress monitoring reports, data chats and RtI monitoring.	10/17/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Analyze assessment data to identify the number of students per grade level who will benefit from reading interventions. Monitor student progress frequently. Closely monitor progress of ESE students given reduced staffing.	Lingren, Amy	10/17/2014	CGA data, iReady Progress Monitoring reports, state assessments.	5/15/2015 quarterly
G3.MA1	Provide professional development and modeling by district specialist and math lead teachers; observe effective applied practices in all math classes.	Parker, Latonya	10/17/2014	Evidence of professional development sessions and notes from classroom observations by district specialist and administrators.	5/15/2015 monthly
G3.B1.S1.MA1	Administration will monitor usage reports for Xtra Math and i-Ready as teachers implement these supplemental programs.	Parker, Latonya	10/17/2014	Usage reports will be collected/used to demonstrate the degree of implementation of the supplemental programs.	5/15/2015 biweekly
G3.B1.S1.MA1	Provide professional development and modeling by district specialist and math lead teachers; observe effective applied practices in all math classes through peer observations; data chats at least quarterly with teacher; administration monitoring of lesson plans & classroom instruction.	Parker, Latonya	10/17/2014	Data from assessments and progress monitoring reports; lesson plans; CAST observation documentation.	5/15/2015 quarterly
G4.MA1	1. Identify the lowest quartile students at quarterly data chats. 2. Target lowest quartile students first for involvement in tutoring opportunities.	Parker, Latonya	10/17/2014	1. Teacher data sheets broken down to individual student level. 2. Attendance/ participation of the lowest 25% of students in tutoring activities.	5/15/2015 quarterly
G4.B1.S1.MA1	Analyze formative and summative assessment data for students served with these materials.	Parker, Latonya	10/17/2014	Assessment data received from district assessments show student progress; observations by District Math Specialist and administration of student work and progress. Feedback from teachers participating in peer observations.	5/15/2015 quarterly
G4.B1.S1.MA1	During classroom observations and pre and post conferences; coach-led professional development, followed by modeling and observing teachers teaching the strategies followed by feedback; data chats and administration/teacher meetings.	Parker, Latonya	10/17/2014	Assessment data received from district assessments and CAST ratings; professional development documentation.	5/15/2015 biweekly
G5.MA1	1. Scientific vocabulary will be emphasized in interactive journals and on word walls. 2. Professional development will be provided on 3 approaches to teach Science vocabulary.	Lingren, Amy	10/17/2014	1. Student learning will be assessed through journals, assessments and exit tickets. 2. Submission of a science fair projects by each class/students. 3. Regular attendance in Science Lab per resource schedule.	5/15/2015 quarterly
G5.B1.S1.MA1	Student scores on the their individual science fair projects (2-5) or children's submissions in their interactive journals regarding the guided science investigations completed in their classroom.	Lingren, Amy	10/17/2014	Data collected from formative assessments and fifth grade FCAT scores; evidence that all students participate in the Science Fair.	5/15/2015 monthly
G5.B1.S1.MA1	Administrators will monitor lesson plans and observe degree of fidelity of implementation during observations, walk-through, the science fair, and through instructional discussions with teachers.	Lingren, Amy	10/17/2014	Every child or class will have a science fair project demonstrating their understanding and implementation of the scientific method.	5/15/2015 monthly
G5.B1.S2.MA1	District assessments and student success with science fair projects.	Lingren, Amy	10/17/2014	Data collected from formative assessments, fifth grade FCAT scores, and Science fair assessments.	5/15/2015 quarterly
G5.B1.S2.MA1	Classroom observations by administration, district science specialist and school literacy coach; classroom	Lingren, Amy	10/17/2014	Evidence in lesson plans and observed instruction by administration and	5/15/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	walk-throughs and review of lesson plans.			school-based literacy coach. Student participation in Science Fair.	
G6.MA1	Data will be collected via district writing assessments. Professional development will be provided for teachers on strategies to increase student writing performance and accurately score student papers.	Clark, Mary Ann	10/17/2014	1. Student progress on district-scored writing prompts (Gr. 4). 2. Grade 4 & 5 students will routinely score sample writing pieces and engage in class discussions on the reasons the pieces should receive a grade based on the FCAT 6 point rubric. 3. Evidence of progress on student writing pieces as observed by the literacy coach and administrators (K-5).	5/15/2015 quarterly
G6.B1.S1.MA1	Teacher rubric scores from formal and informal CAST observations.	Lingren, Amy	10/17/2014	Completion will be evidenced by data that demonstrate one year's growth and the teachers receiving "Effective" or "Highly Effective" ratings on CAST.	5/15/2015 semiannually
G6.B1.S1.MA1	Administrators will monitor lesson plans and observe degree of fidelity of implementation during observations, walk-throughs and through instructional discussions with teachers. Assessment data from district writing prompts.	Clark, Mary Ann	10/17/2014	Results of district writing prompts and CAST ratings.	5/15/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. In 2015 in grades 3, 4 and 5, 75% (241 of 334) of students will achieve level 3 or higher on the Florida Standard Assessment in Reading. Teachers will provide explicit instruction aligned with Item Specs and district Curriculum Guides.

G1.B1 A lack of sufficient knowledge and application of the teaching strategies in reading exists. This is necessary to provide students with the needed rigor to achieve grade level and above expectations.

G1.B1.S1 Teachers will use explicit modeling of reading strategies in small groups with targeted students. Teachers will expose all students to grade level text and higher order questioning. Teachers will use materials that engage students (Interactive journals, ARC Classroom Library (K-2), Making Words (K-2), Novel Studies (3-5), Tutor Mate and Teacher Mate (K-1). Teachers will consistently use the Gradual Release Model.

PD Opportunity 1

Teachers will deliver lessons including explicit modeling and ample practice for student proficiency with annotating complex text, citing evidence when answering text-dependent questions, and using a variety of graphic organizers to think about the text. Through text-based discussions and utilizing close reading strategies, teachers will model how we interpret, reread, and consult the text to gain a deeper understanding of the author's message.

Facilitator

School Literacy Coach

Participants

Teachers and Adminstration

Schedule

Daily, from 10/17/2014 to 5/15/2015

G2. In 2015, the percentage of students in the bottom quartile making learning gains in reading will reach 77% (62 of 81). Teachers will provide interventions and explicit differentiation to support student growth.

G2.B1 Insufficient student ownership of learning leads to poor student engagement in reading tasks hindering the attainment of daily learning objectives. No interventionist assigned to LSE to deliver Barton Intervention. Lowest performing subgroup is students with disabilities. However, K-5 self-contained students are taught in multi-grade classrooms which could compromise the quality of instruction delivered to some of our most fragile children. District reduced staffing with two teachers for the 2014-2015 school year for VE and EBD, increasing case loads for all ESE teaches.

G2.B1.S1 Teachers will deliver lessons including explicit modeling and ample practice for student proficiency with annotating complex text, citing evidence when answering text-dependent questions, and using a variety of graphic organizers to think about the text. Through text-based discussions and utilizing close reading strategies, teachers will model how we interpret, reread, and consult the text to gain a deeper understanding of the author's message. Self-contained students will be mainstreamed whenever possible & appropriate to be exposed to grade level content.

PD Opportunity 1

Rotations will be more aligned to students' skill levels. Rotations will be more efficient with the use of instructional materials that support individual student needs, such as, Achieve 3000 (3-5), i-Ready Reading, interactive journals, and Write to Learn (5).

Facilitator

School Literacy Coach and District Literacy Coach

Participants

Teachers and Administration

Schedule

Daily, from 10/17/2014 to 5/15/2015

G3. In 2015, 70% (234 of 334) of students will be proficient with a score of 3 or above on Florida Standard Assessment Mathematics. Teachers will provide explicit instructions aligned with Item Specs and district Curriculum Guides.

G3.B1 No school Math Coach. Lack of sufficient knowledge and application of teaching strategies in math exists. This is necessary to provide students with the needed rigor to achieve grade level expectations or higher.

G3.B1.S1 Teachers will use supplemental instruction/intervention for students using Xtra Math and i-Ready programs in before/after school tutoring.

PD Opportunity 1

Teachers will deliver lessons including explicit modeling and ample practice for student proficiency with using a variety interventions and data based rotations aligned to individual student needs.

Facilitator

District Math Coach, Administration, Math Lead Teacher

Participants

Classroom Teachers

Schedule

Daily, from 10/17/2014 to 5/15/2015

G4. In 2015 72% (44 of 61) of the lowest quartile will make learning gains in math. Teachers will provide interventions and explicit differentiation to support student growth.

G4.B1 Students in the bottom quartile are often lacking basic pre-requisite math skills necessary to grasp the higher level concept questions assessed at their grade level.

G4.B1.S1 Analyze data (Xtra Math and i-Ready) and student work of bottom quartile students. Provide student need-specific interventions; use tiered lessons and activities and provide before/after school tutoring.

PD Opportunity 1

Teachers will use district-provided programs and interventions (Xtra Math, i-Ready) with fidelity.

Facilitator

District Math Coach, Administration, and Math Lead Teacher

Participants

Classroom Teachers

Schedule

Weekly, from 10/17/2014 to 5/15/2015

G5. A minimum of 74% (74/100) of grade 5 students will score Level 3 or higher on the Science FCAT. Teachers will provide explicit instruction, increase science vocabulary lessons, and facilitate experiment activities in the Science Lab.

G5.B1 Students lack scientific vocabulary and regular exposure to hands-on experiments. Teachers are not providing science instruction regularly and with fidelity.

G5.B1.S1 All students will conduct regular investigation using the scientific method in the Science Lab.

PD Opportunity 1

All students will be provided explicit instruction on how to conduct an investigation using the scientific method. Students will conduct investigations in the Science Lab guided by the instructor. All students will incorporate scientific vocabulary in Science journals.

Facilitator

District Science Coach, Administration

Participants

Classroom Teachers

Schedule

Weekly, from 10/17/2014 to 5/15/2015

G5.B1.S2 Science vocabulary will be explicitly taught using one of 3 research-based methods.

PD Opportunity 1

Students will correctly use scientific vocabulary, as evidenced by entries in student interactive journals.

Facilitator

Literacy Coach and district science specialist.

Participants

Teachers, administration and students.

Schedule

Daily, from 10/17/2014 to 5/15/2015

G6. In 2015 72% (74/103) of 4th and 5th grade students will score at or above proficiency on the state writing assessment. Teachers will provide explicit text based writing instruction aligned with FSA rubric. Teachers will facilitate writing practice sessions and incorporate writing with all subjects to provide immediate feedback to students using the Lucy Calkins model.

G6.B1 Transitioning from formulaic writing to Florida Standards for Writing is a significant instructional shift. Strong curriculum support and high quality instructional materials are necessary to strengthen teachers' knowledge of instructional practices that consistently result in student performance that meets the grade level standards.

G6.B1.S1 Implement daily and with fidelity Common Core State Standards' aligned materials: Lucy Calkins: Units of Study; CPALMS; Writing Interactive Journals; professional development to help teachers move students to meet and exceed grade level standards.

PD Opportunity 1

Use of Florida Standards' aligned materials: Lucy Calkins: Units of Study; CPALMS; Writing Interactive Journals; professional development to help teachers move students to meet and exceed grade level standards.

Facilitator

Reading Coach

Participants

Classroom Teachers

Schedule

Daily, from 10/17/2014 to 5/15/2015

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**