

Lake Forest Elementary School

901 KENNARD ST, Jacksonville, FL 32208

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
76%

Alternative/ESE Center
No

Charter School
No

Minority
97%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lake Forest Elementary School of the Arts and Sciences provides educational excellence in every classroom, for every student, every day to ensure a quality student centered environment.

Provide the school's vision statement

Lake Forest Elementary School of the Arts and Sciences prepares every student for success through STEAM Education (Science, Technology, Engineering, Arts and Math) to maximize individual potential and ensure students are well-equipped to meet the challenges in the world around them.

School Environment

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

Lake Forest Elementary School is an inner city, high poverty school whose student population consists of 96% African American students. Our teachers reach out to parents and students through surveys, a school, student and parent compact, and gathering information about culture and interests through registration/information forms. The school works to build relationships with students and parents by encouraging parent involvement through events such as Orientation, Open House, Conferences, Literacy Nights, Math Nights, Performances, Dad and Donuts, Ladies and Literacy, etc. Through TEAM -Up we also offer after school programs to support Academics and nutrition. Through a partnership with the Cathedral Arts Project Lake Forest students have an opportunity to participate in an after-school theater program. In addition, as an choice school, we value and support students talents and interests in the arts and sciences by providing in-school and after school programs for students to participate in. Students choose an area of the arts, technology, or science, based on their talents, interests and preferences. Further, Lake Forest teachers also participate in a mentoring program where teachers "adopt" specific students to encourage them with academics and support their social and emotional well-being. There are weekly check-in and check-outs to talk about successes and struggles. Mentor teachers also provide students with incentives and strategies to promote success. Lake Forest teachers are well indoctrinated about the needs of students in poverty and work to build trust with students and parents. Teachers work to foster an atmosphere in which students feel fairly treated, close to others, and are contributing members of the school.

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

The Lake Forest Learning Community works to create an educational environment with an atmosphere that is safe, fair and respectful of students. Students must feel safe both physically and psychologically. Lake Forest faculty and staff work diligently to make the educational environment attractive, comfortable and well kept so that students will feel that the classroom is a place worth being and they are worth the effort. Classrooms are arranged so that the teacher can monitor all students at the same time. Any type of verbal abuse, put downs, threatening behaviors or violence is not allowed. Components that help to develop a safe and positive educational environment at Lake Forest include:

- positive teacher student relationships,
- a mentoring program,
- a nurturing atmosphere,

- clear and consistent expectations for behavior using CHAMPS and a Restorative Justice model,
- routines and rituals,
- appropriate amounts of structure for specific situations/needs, and
- proactive intervention of problems.

Teachers, administrators, and staff show the students that they are valued individuals worthy of respect. Our mantra this year is based on a quote by educator, Marva Collins -- "There is a brilliant child locked inside every student."

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

Lake Forest utilizes a school wide behavioral system called Foundations and CHAMPS. These systems include setting explicit expectations for behavior throughout common areas in the school and within each classroom. Foundations/CHAMPS framed posters showing explicitly stated behavioral expectations in hallways, cafeteria, restrooms, the theater, etc. are posted throughout the building to be used as a point of reference and reinforced by all faculty and staff members. Classrooms also have the CHAMPS acronym posted and teachers refer to expectations for different activities and transitions by stating conversation levels, ways to get help, activity to be engaged in, movement, participation and success.

School personnel are trained on CHAMPS and an in-school "trainer" holds monthly forums to support teachers who are having management issues or need additional interventions. All new teachers receive a 2-day CHAMPS training as part of the district's teacher induction program.

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

Lake Forest Elementary School has an exemplary counseling program and provides supports for students and their families. The school counselor provides, classroom guidance lessons --Child Safety Matters - Prevention of abuse and bullying; Student Success skills -- fostering goal-setting, self-evaluation, positive thinking, storytelling, cooperativeness, building a positive classroom climate, note-taking flashcards, relaxation and diffusing anger -- self-control, test-taking skills, memory devices, etc.; Introduction of the School Counselor and School Counseling programs (during behavior assembly) so that students know how to access services; 2) Small counseling groups (S.S. Grin -- acronym for social skills group, which work on goal-setting, anger control, communication skills, identification of feelings of self and others -- fostering empathy; 3) Individual Counseling, as needed.

We also have the Big Brothers Big Sisters "Bigs in Schools" program being implemented. Area agencies participate in Open House, so that families can more readily access resources. We actively place qualifying overage students into the Bridge to Success program.

In addition to the school counseling program, Lake Forest has the benefit of partnering with Communities in Schools to provide a full-time Site Coordinator who works with the principal, teachers and guidance counselors to stabilize students who are at risk of falling behind or dropping out of school. Lake Forest's Site Coordinator works individually with 30-50 students. These students are counseled individually and in group sessions throughout the year enabling them to realize their goals and providing students with the life skills they need to reach their goals. Home visits and parental involvement are essential parts of the program, and Site Coordinators also connect students to needed community resources.

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

- Overage students
- Low test grades
- Level 1 scores on state assessments
- Below level scores on District Assessments
- Diagnostic scores indicating below grade level performance
- Frequent tardiness
- Excessive absences
- High number of disciplinary actions

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	3	4	5	
Attendance below 90 percent	0	1	1	3	5
One or more suspensions	1	0	0	0	1
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	6	24	11	41

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

Indicator	Grade Level		Total
	3	5	
Students exhibiting two or more indicators	1	1	2

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

- Tier II or Tier III RTi instruction as indicated by progressing monitoring assessments
- Small group instruction by reading and/or math interventionists as indicated by student data
- ESE students have additional support with VE teachers
- Extended hour for reading
- Extended learning in math through TEAM-UP
- Ongoing tracking of student data by the Leadership Team and RTI Team
- Before school tutoring by classroom teachers
- Use of computer lab for i-Ready reading and i-Ready math computer based programs
- Attendance monitoring
- Restorative Justice

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/181668>.

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

Lake Forest Elementary School seeks out business and faith based partnerships through parent outreach, PTA, and SAC Membership contacts. We also utilize the District's Office of Community and Family Engagement to seek opportunities to engage with partners who will support the vision and mission of the school by volunteering, providing financial backing, and give in-kind donations for school and parent events. We work with neighborhood businesses and organizations to foster mutually beneficial relationships.

Additionally, Lake Forest administrators and faculty members seek out and apply for grants from local and national organizations to fund special projects connected to Science, Technology, Engineering, Arts, and Mathematics (STEAM) program areas.

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
Ajluni, Sylvia	Principal
Everson, Vicki	Assistant Principal
Coleman, Linda	Instructional Coach
Couch, Katie	Instructional Coach
Graham, Karla	Teacher, ESE
Sarver, Leslie	Other
Scheib, Emily	Other

Duties

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

Team Roles and Responsibilities:

The Leadership team consists of the principal, assistant principal, reading instructional coach, math instructional coach, reading interventionist, math interventionist and ESE lead teacher.

The school leadership team takes an expansive view of the school and is charged with steering the effort to increase student achievement by engaging all stakeholders. The team ensure a focus on learning and facilitates the continuous improvement process. Team members assist the principal in making decisions to govern the school as well as guide and support the work of collaborative grade level teams and learning communities.

Team members monitor achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school improvement plan goals. They work with the principal to identify gaps in performance or processes and develop plans for their improvement? The Principal and team members serve as the stewards of the school's mission, vision, core values and align the school's work with the district's mission, vision and core values. The team maintains a unified vision for change.

The principal's role is to create a systematic process for high performing teamwork that engages stakeholders, results in school improvement, and becomes embedded in the school culture "as the way of work." The principal provides focus and the consistency by clarifying the needs, setting clear expectations, identifying and removing barriers, implementing research-based solutions, and communicating and emphasizing the benefits of the process of team-based school improvement. The principal aligns allocation of resources to support SIP goals for student achievement.

The assistant principal's role is to work in alongside the principal to actively participate in all aspects of the team's goals and work. The AP serves as a model for instructional leadership and supports the teaching-learning cycle. The assistant principal facilitates data analysis, drives professional development and implements solutions to address causes blocking school improvement.

The reading and math coaches work to support individuals and teams in implementing "Best Practices" in reading and math instruction. The coaches gather and analyze data, observe in classrooms, and survey teachers to develop a needs assessment and then implement multi-tiered support for individuals or grade levels. They facilitate professional development, model and co-teach lessons, and serve as a resource for teachers. They also support work with teachers to promote a deep understanding of the standards and scaffolded /differentiated instructional strategies to facilitate rigorous student learning. Coaches also support lesson planning through in-depth lesson study and collaborative coaching cycles during common planning time.

The reading and math Interventionists are specialists in their specific areas and in working with struggling students. They provide TIER II and Tier III interventions for at-risk students. Their primary function of interventionist is to work with small groups of students and provide foundational skills and strategies in order move students toward grade level expectations.

The ESE Lead Teacher and RTI Team Chairperson helps to ensure that the needs of all subgroups are met through the RTI process and through interventions to support student success. She facilitates discussion of the data and failure/pass rate for Students with Disabilities and other struggling learners. She support professional development on classroom accommodations and modifications to scaffold student learning.

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

School leadership uses input from parent, student and faculty surveys as well as from the Shared Decision Making Committee, School Advisory Committee (SAC) and PTA members to make decisions about resources to meet the needs of students and achieve SIP outcomes. The principal, working with district personnel and budgetary limitations try to maximize the use of funds to make a greater impact on student learning.

Federal funds, based on guidelines provided, are used to ensure adequate support personnel such as academic coaches, interventionists and before school, during school and after school tutors are in place to enhance support services for struggling students. In addition, funds are used to enhance learning experiences and to promote the use of technology for all students.

Ongoing assessment and performance data is reviewed by all stakeholders to make reactive decisions as to revisions to use of resources and/or to allocate additional resources. SAC, PTA, Faculty, RTI TEAM and Shared Decision meetings are held monthly, School Leadership Team

meetings occur weekly. Student data and information relative to the school's environment, needs assessment data and student progress are reviewed to support decision making.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Eunice Barnum	Parent
Tameka Thomas	Business/Community
Joyce Foston	Parent
Steve Augustine	Parent
Diane Richter	Teacher
Lashanda Allen	Parent
Marla Jackson	Business/Community
Vicki Everson	Education Support Employee
Charlene Hinton	Parent
Mattie Campbell	Parent
Lora Patterson	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

SAC was involved in reviewing the SIP plan on three occasions last year. Updates were provided as new data came in. This year, SAC will evaluate last year's plan and make recommendations based on the new Florida State Assessment. A guiding document will be used to established to discuss what worked, what didn't work, and what new strategies need to be employed to ensure success for Lake Forest students during the 2014-2015 school year.

Development of this school improvement plan

Section 1: The functions of the School Advisory Council are:

- a) assist in the preparation and evaluation of the school improvement plan (Sec. 1001.452(2) F.S.),
- b) assist in the preparation of educational improvement proposals for implementing an educational improvement grant
- c) assist in the preparation of the school's annual budget (Sec. 1001.452(2) F.S.),
- d) the SAC shall perform functions prescribed by regulations of the district school board (Sec. 1001.452)

Three times a year, Sept. Jan and May, SAC reviews the SIP targets as well as student data to discuss progress toward the objectives and to revise strategies as needed, to help achieve the targets and review targets achieved. SAC is involved in the budget process to ensure resources are dedicated to supporting school improvement targets. In addition, SAC members review the school improvement plan and make recommendations to support student achievement targets.

Preparation of the school's annual budget and plan

The school's annual budget is presented to SAC members and explained. The staff allocation model is explained and questions fielded. SAC input is requested as to the expenditure of discretionary funds, SAI funds and Title I funds. Monies will be allocated to support the School Improvement Plan goals.

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

SAC will use resources for student achievement recognitions and to facilitate stronger parent-school communication via agendas. School improvement funds will be dedicated to the following:

1. Enhance parent-school communication
2. Support student achievement through incentives
3. Teacher professional development
4. Achieving SIP targets by allocating resources for tutors

The amounts allocated to each of the areas would be dependent upon the amount of monies received. This amount has varied from year to year and in most recent years reduced.

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
Ajluni, Sylvia	Principal
Augustine, Dorothy	Teacher, K-12
Scheib, Emily	Other
Everson, Vicki	Assistant Principal
Coleman, Linda	Instructional Coach
Graham, Karla	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

- 1) Real Men Read
- 2) Book of the Month Response to Literature
- 3) Ladies and Literacy
- 4) Literacy Night
- 5) Million Word Reading Campaign
- 6) Vertical Learning Communities for Reading and Writing
- 7) Novel Studies in grades 2-5
- 8) Reader's Theater -- Plays, play writing, performances
- 9) Book Clubs
- 10) Parent Resource Section in Media Center to support reading

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

The school provides a common planning time for teachers at all grade levels. There are two 40-minute periods every week, dedicated to common planning to support Common Core Standards, Pillars of Excellence in instruction, strategies for struggling readers and resources to support instruction. One of the 40-minute sessions is dedicated to Lesson Study and is facilitated by the academic coaches. Teachers also participate in vertically aligned professional learning communities to promote cross-grade articulation about academic content areas to include reading, writing, math and science. During these meetings, teachers review data, set school-wide goals and implement strategies across grade levels to achieve SIP targets.

Lead teachers also call grade level meetings to discuss grade specific standards and share ideas and resources. They work to share instructional strategies for lesson plan design as well as assessments. In addition, every nine week period, teachers get a half day opportunity to come together with administrators and coaches to review data, participate in in-depth data analysis, and develop plans for remediation and/or revised strategies for core instruction to reach all learners.

Occasionally, teachers at a grade level meet with teachers at like schools to collaborate and discuss strategies that work. They also work to develop performance tasks and a deeper understanding of the standards.

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

1) Pre-planning Professional Development : Intensive Data Analysis; Instructional Strategies and Best Practices for urban school children; Florida Educator Accomplished Practices; CAST: teacher Evaluation System for Professional Growth, Pillars of excellence in Instruction, Gradual Release Instructional Model; Common Core -- Principal, Academic Coaches, Assistant Principal.

2) Novice teachers partnered with Highly Qualified mentors; monthly meeting, observations and ongoing support -- PDF, Dru Grove; Principal, Assistant Principal, Academic Coaches, CHAMPS and Foundation Chairperson.

3) Early Dismissal On-Site Professional Development, differentiated based on identified needs -- Principal, Assistant Principal, Academic Coaches, CHAMPS and Foundation Chairperson.

4.) Coordinate with University of North Florida Internship programs to identify strong candidates for new positions -- PDF, Dru Grove; Principal, Assistant Principal; Academic Coaches; CHAMPS and Foundations Chairperson.

5) Professional Learning Communities to support collaboration and vertical planning -- Principal, Assistant Principal, Academic Coaches, CHAMPS and Foundations Chairperson.

6) Common Planning time for teachers to provide opportunities for lesson plan development, data analysis, RtI, and sharing of instructional strategies -- Grade Level Chairs, Principal, Assistant Principal, Academic Coaches, District personnel.

7) District handles recruitment and candidate screening to determine eligibility and HQ status. District has "MINT" a teacher induction program to provide levels of support for new teachers. District has partnered with Teach for America which holds a hiring fair -- DCPS HR Personnel.

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

Every new teacher participates in the District's MINT program. There is a PDF "MINT" Specialist assigned to each school. The cadre support new teachers will professional development opportunities on classroom management, code of ethics, planning instruction, etc. The District Cadre works in coordination with the school's PDF and help new teachers maintain their on-line portfolio as well as fulfilling the criteria necessary for clearing the temporary certificate. They support new teachers with Individual Professional Development Plans, targets, and strategies to ensure student achievement goals

are met. At the school level, new teachers get a mentor who will participate in the following ways: Modeling in classroom, observations in other classrooms, common planning time, monthly MINT meetings, monthly faculty data discussions during grade level faculty meetings, observations with feedback, collaborative planning, on-site Professional Development as indicated through observations, collaborative development of Individual Professional Development Plan (IPDP). The mentors are assigned based on experience, student achievement data and CET training. In addition, to facilitate ongoing program improvement and to develop mentor capacity we will provide professional development for mentors and those interested in being mentors, i.e. Book Talk -- Mentoring Novice Teachers by Debra Pitton.

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 school follows the District's Learning Guides which directly address the new Florida Standards. Ongoing professional development is offered during common planning time to support "unpacking" the standard to ensure that all teachers understand what students should know and be able to do per the standard limits. Prerequisite information and foundational understanding to ensure mastery of the standards are discussed and embedded into lesson plans. In addition, lesson plans are monitored to ensure that standards drive instruction and "Best Practices" are in place to engage students in learning.

All technology, materials, and resources are aligned with the Florida Standards and are purchased and/or recommended by the District's Office of Academic Services.

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

Baseline assessments, i-Ready Math and Reading assessments, diagnostics assessments (DAR and Barton Reed), nine week District assessments (CGAs), teacher made assessments, and exit slips as well as anecdotal data are used to diagnose student strengths and foundational challenges. This formal and informal data drives RTI, small group instruction, and differentiation in all classrooms. Students with disabilities and students with 504 plans get accommodations and/or modifications based on IEP or 504 plan goals and criteria. Progress monitoring assessments and data tracking of students help to ascertain the impact of interventions and instructional strategies used to gauge student mastery of learning goals. Some modifications may include but are not limited to the following:

- ~Work with fewer items per page or line and/or materials in a larger print size.
- ~Have a designated reader or use a listening station
- ~Use of technology to assist the learner
- ~Hear instructions orally
- ~Have a work partner
- ~Be given an outline of a lesson
- ~Use visual presentations of verbal material, such as word webs and visual organizers
- ~Be given a written list of instructions
- ~Take more time to complete a task or a test
- ~Have extra time to process oral information and directions
- ~Take frequent breaks, such as after completing a task

~Teacher check-in

Differentiated instruction allows teachers to use data as well as other diverse student factors into account when planning and delivering instruction. Based on triangulated data about students, teachers can structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom.

provide several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills. In addition, teachers provide appropriate levels of challenge for all students, including those who are behind, those who are advanced, and those right in the middle.

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: 9,120

TEAM-UP after-school instruction is aligned with the Curriculum Guides at each grade level. Homework support is offered for 15 minutes followed by intensive instruction in math. This after-school is provided for In grades 3-5 teachers are using the new Florida Common Core Standards with a focus on mathematics because data indicate that BQ students did not make adequate gains. TEAM -UP participation was open to 3rd, 4th and 5th graders. Students work in small groups with teachers. Technology is used to differentiate learning. Many classroom teachers are also TEAM-Up teachers ensuring that student data is used to plan after-school instruction. In addition to academic support, TEAM-UP also offers recreational opportunities for students including dance, flag football, cheerleading, technology, etc.

Strategy Rationale

FCAT math data indicate that Bottom Quartile students did not make adequate progress. Data also indicate that students did not make adequate gains in math. Additional data sets indicate that students lack foundational math skills The extended learning hour for the lowest 300 schools in the state mandates an additional hour of reading instruction, therefore, it was determined that TEAM-UP would focus on math.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ajluni, Sylvia, ajlunir@duvalschools.org

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

Pre and post assessments are given and analyzed by the lead TEAM-UP teacher. in addition, progress monitoring assessment are given every two weeks to ensure students are experiencing levels of mastery for each of the benchmarks taught. This data is collected by the lead and reported to the principal as well as Communities in Schools which is the funding source for TEAM-UP.

TEAM-UP teachers are members of Lake Forest's faculty. They coordinate with the homeroom teacher and support the learning provided during the regular school day. Teacher extend that learning and focus on priority benchmarks for math success.

Strategy: Before School Program

Minutes added to school year: 3,000

Students will be invited to come in before school and work in the computer lab using i-Ready Reading, i-Ready Math and Achieve 3000.

Strategy Rationale

Data on the i-Ready and Achieve programs indicated that proficiency increases with increased usage. This opportunity gives the students additional time to work on reading and math to increase usage and ultimately proficiency levels.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Everson, Vicki, pullingsv@duvalschools.org

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

i-Ready and ACHIEVE 3000 reports will be pulled for students who participate in this opportunity. Reports will be analyzed and student conferences about progress will be held as indicated.

Strategy: Extended School Day

Minutes added to school year: 10,740

The State of Florida has designated Lake Forest as one of the lowest 300 schools based on reading scores on FACT 2013-2014. As such, the school is mandated to extend the school day by an additional hour to focus on reading instruction. All teachers at Lake Forest are providing differentiated reading instruction to support Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Teachers meet with small groups to provide interventions and/or enrichment as indicated by student baseline data. Students have access to technology to support differentiated i-Ready reading. In addition students in grades 3-5 will use ACHIEVE 3000 to support differentiated, common core aligned reading passages and related responses/activities for comprehension and critical thinking about text.

Strategy Rationale

To increase reading proficiency at all grade levels.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ajluni, Sylvia, ajlunir@duvalschools.org

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

Curriculum Guide Assessments, teacher made tests, anecdotal records, and periodic progress monitoring data will be collected, analyzed and monitored to determine student progress and effectiveness of the strategy.

Student Transition and Readiness

PreK-12 Transition

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

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

At Lake Forest Elementary, all incoming students and parents are invited to attend a Kindergarten orientation. During the orientation, students get to meet their teachers and visit classrooms. This opportunity is provided to give Kindergarten students a feeling of comfort and familiarity when they arrive on the first day of school.

Lake Forest Elementary school personnel assist preschool children in transition from early childhood programs to Kindergarten through accurate assessment and placement. All incoming students are assessed in order to ascertain individual and group needs. Assessments cover the areas of Basic Skills/School Readiness, oral language/syntax, print/letter knowledge, and phonological awareness/processing. Within the first 45 days of enrollment, students are given three assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide for the screening of each child's readiness for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS). District based assessments, DAR and Barton Reed assessments are given to get baseline data. The results from these assessments are used to assist in the development of robust instructional/intervention programs and to support differentiation. In addition, through Federal "Race

to the Top" funds awarded to the District, Lake Forest Elementary has opened a Pre-K program. This program will help to support the transition to Kindergarten. During the last month of school Pre-K students are invited to visit kindergarten classrooms and spend some time with graduating kindergarten students and their teachers. They are given an opportunity to explore the classroom and participate in an activity.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Ensure the overall level of safety in the school by increasing the number of Code Yellow and Code Red drills that students practice. Teachers and staff will become familiar with and practice Emergency Management Team responsibilities in order to be prepared for and handle all emergency situations.
- G2.** Increase student achievement levels for Bottom Quartile students by implementing data driven, differentiated centers and small group lessons with regular progress monitoring to assess mastery of student objectives;with an increased focus on the Pillars of Excellent Instruction - Students working on appropriately rigorous content, students taking ownership for their learning, students demonstrating their understanding, and students fully engaged in the lesson.
- G3.** In grades 3-5. 55% of students will achieve grade level proficiency through the implementation of strong core instruction based on the Pillars of Excellent Instruction focusing on students working on appropriately rigorous content, students taking ownership for their learning, students demonstrating understanding, students fully engaged in the work of the lesson, as well as the Gradual Release of Responsibility Instructional Delivery Model and differentiated instruction to reach all learners.
- G4.** Increase student achievement and proficiency in writing for grades K-5 by using State rubrics and the steps of the writing process to create well written published pieces in response to text and based on various genres of writing.
- G5.** Increase student achievement levels in math of all students by using current data to drive instruction and create data based centers. The students will write to explain strategies that were used and will gain an understanding of math through conceptual teaching. This includes AMO -- Econ. Disadv., Black and SWD sub-groups.
- G6.** Support strong data analysis to Increase the number of lowest quartile students in grades 3-5 who make adequate learning gains by implementing targeted daily RTI , differentiated centers, guided math groups, and explicit instruction.

- G7.** Increase the number of students in grade 3-5 who reach proficiency in math based on the Florida Standards Assessment by effectively utilizing explicit instruction and the Gradual Release Instructional Model.

- G8.** In Grade 5, increase the number of students reaching proficiency in Science by providing rigorous teacher led instruction that incorporates the Pillars of Excellence in Science and effective reading strategies. Students will work on hands-on lab experiences using the scientific process and writing to explain daily through daily journals.

- G9.** To get parents directly involved in the education process by increasing the total number of volunteer hours with a focus on increasing the number of male volunteers.

- G10.** Decrease the number of students with excessive absences in all grades by incorporating awards recognizing students with perfect attendance, conferencing with parents and tracking student attendance throughout the year.

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. Ensure the overall level of safety in the school by increasing the number of Code Yellow and Code Red drills that students practice. Teachers and staff will become familiar with and practice Emergency Management Team responsibilities in order to be prepared for and handle all emergency situations. 1a

G041587

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- District level Training Materials, PowerPoints, and "PREPARE" School Crisis Prevention and Intervention Training Curriculum, Emergency Plan.

Targeted Barriers to Achieving the Goal 3

- Opportunity to train all personnel about roles and responsibilities at the same time.

Plan to Monitor Progress Toward G1. 8

Training Sessions

Person Responsible

Vicki Everson

Schedule

Quarterly, from 8/22/2014 to 10/10/2014

Evidence of Completion

Drill procedures, practice drill documentation, evacuations recorded and done in a timely manner. Training meeting agenda items. Emergency Plan.

Plan to Monitor Progress Toward G1. 8

Code Red and Code Yellow Drills

Person Responsible

Vicki Everson

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Drill schedule. Emergency drill feedback forms.

G2. Increase student achievement levels for Bottom Quartile students by implementing data driven, differentiated centers and small group lessons with regular progress monitoring to assess mastery of student objectives;with an increased focus on the Pillars of Excellent Instruction - Students working on appropriately rigorous content, students taking ownership for their learning, students demonstrating their understanding, and students fully engaged in the lesson. **1a**

 G041588

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - African American	57.0
ELA/Reading Lowest 25% Gains	68.0
ELA/Reading Gains	64.0
AMO Reading - SWD	41.0

Resources Available to Support the Goal **2**

- Comprehensive Core Reading Series, novels purchased by the District, Achieve 3000 Computer Program, Leveled Literacy Interventions Kit, Classroom Libraries, Comprehension Toolkit, Curriculum Guides, Common Core Standards Technology Support, DAR, CPALMS, and FCRR.

Targeted Barriers to Achieving the Goal **3**

- Two novice ELA Teachers in 3rd grade.
- New Florida Standards Instruction to align with Florida Assessment Item Specifications.
- Lack of student stamina during independent reading and test taking
- Student need greater opportunities in writing to learn how to cite text to support their assertions and analyze text for deeper understanding.
- Keyboarding proficiency for essay writing in 5th grade.

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

Assessment data, coaching logs, progress monitoring data, CGA data, i-Ready and Achieve 3000 reports.

Person Responsible

Sylvia Ajluni

Schedule

Monthly, from 9/15/2014 to 5/1/2015

Evidence of Completion

Test scores, learning journals, lesson plans, observation forms,

G3. In grades 3-5, 55% of students will achieve grade level proficiency through the implementation of strong core instruction based on the Pillars of Excellent Instruction focusing on students working on appropriately rigorous content, students taking ownership for their learning, students demonstrating understanding, students fully engaged in the work of the lesson, as well as the Gradual Release of Responsibility Instructional Delivery Model and differentiated instruction to reach all learners. 1a

G041589

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	55.0
FSA - English Language Arts - Proficiency Rate	55.0

Resources Available to Support the Goal 2

- Comprehensive Core Reading Series, novels purchased by the District, ACHIEVE 3000 Computer Program, Leveled Literacy Interventions Kit, Classroom Libraries, Comprehension Toolkit, Curriculum Guides, DAR, Common Core Standards Technology Support, Making Words Books, Marzano's Academic Vocabulary Six Step Process, Achieve 3000, iReady Reading.

Targeted Barriers to Achieving the Goal 3

- New Florida Assessment criteria and understanding of test specifications
- Differentiation Strategies
- Students' limited experiences with Tier II vocabulary instruction

Plan to Monitor Progress Toward G3. 8

Progress monitoring assessments, student work, lesson plans, i-Ready and ACHIEVE 3000 reports, and CGA results.

Person Responsible

Sylvia Ajluni

Schedule

Monthly, from 10/2/2014 to 5/1/2015

Evidence of Completion

Progress monitoring assessments, student work, lesson plans, i-Ready and ACHIEVE 3000 reports, and CGA results.

G4. Increase student achievement and proficiency in writing for grades K-5 by using State rubrics and the steps of the writing process to create well written published pieces in response to text and based on various genres of writing. 1a

G041590

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	40.0

Resources Available to Support the Goal 2

- District Developed Curriculum Guides, Write to Learn, Achieve 3000, Units of Study in Opinion, Information, and Narrative kits by Lucy Calkins, New State Writing Rubrics

Targeted Barriers to Achieving the Goal 3

- New Florida writing rubrics and assessment expectations.
- Essay writing on computer in 5th grade and lack of proficiency with keyboarding skills
- Student spelling and editing skills

Plan to Monitor Progress Toward G4. 8

Writing portfolios, prompt scores, student conference logs,

Person Responsible

Sylvia Ajluni

Schedule

Monthly, from 9/29/2014 to 3/31/2015

Evidence of Completion

Lesson Plans, Student Work, writing portfolios, student assessments.

G5. Increase student achievement levels in math of all students by using current data to drive instruction and create data based centers. The students will write to explain strategies that were used and will gain an understanding of math through conceptual teaching. This includes AMO --Econ. Disadv., Black and SWD sub-groups. **1a**

 G041591

Targets Supported **1b**

Indicator	Annual Target
AMO Math - ED	54.0
AMO Math - All Students	57.0
AMO Math - African American	55.0

Resources Available to Support the Goal **2**

- TECHNOLOGY: i-READY, GIZMOS, Pearson Envision Math, Pearson Math Investigations, Pearson Interventions; new District Developed Curriculum Guides.

Targeted Barriers to Achieving the Goal **3**

- Teacher efficacy with conceptual teaching.

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

Lesson Plans, Instructional Strategies, Student Learning, i-Ready Reports, Assessment Data

Person Responsible

Vicki Everson

Schedule

Biweekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Interactive Math Journals, Student Assessment Data, i-Ready Reports,

G6. Support strong data analysis to Increase the number of lowest quartile students in grades 3-5 who make adequate learning gains by implementing targeted daily RTI , differentiated centers, guided math groups, and explicit instruction. 1a

G041592

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	57.0

Resources Available to Support the Goal 2

- TECHNOLOGY: i-READY, GIZMOS; Pearson Envision Math, Pearson Math Investigations, Pearson Interventions; new District Developed Curriculum Guides.

Targeted Barriers to Achieving the Goal 3

- Knowledge of developing rigorous differentiated centers and using differentiation strategies
- Teacher proficiency with effective intervention strategies to support the struggling learner -- by scaffolding learning to take students from the concrete to the abstract.

Plan to Monitor Progress Toward G6. 8

Intervention Strategies for Struggling Learners. Student Learning. Lesson Plans, RTI Documentation

Person Responsible

Vicki Everson

Schedule

On 6/5/2015

Evidence of Completion

Lesson Plans, Student Work, Interactive Math Journal, Formative and Summative Assessments, Observations

G7. Increase the number of students in grade 3-5 who reach proficiency in math based on the Florida Standards Assessment by effectively utilizing explicit instruction and the Gradual Release Instructional Model. 1a

G041593

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	57.0

Resources Available to Support the Goal 2

- TECHNOLOGY: iREADY, GIZMOS; Pearson Envision Math, Pearson Math Investigations, Pearson Interventions; new District Developed Curriculum Guides.

Targeted Barriers to Achieving the Goal 3

- Some students lack foundational skills and concept development in math
- Teacher proficiency with the new standards, Florida State Assessments and Item Specs.

Plan to Monitor Progress Toward G7. 8

Weekly Observations and feedback from administrators and coaches

Person Responsible

Sylvia Ajluni

Schedule

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

Evidence of Completion

Student Reports, Student Work, Exit Slips, Assessments, Progress Monitoring Assessments

G8. In Grade 5, increase the number of students reaching proficiency in Science by providing rigorous teacher led instruction that incorporates the Pillars of Excellence in Science and effective reading strategies. Students will work on hands-on lab experiences using the scientific process and writing to explain daily through daily journals. 1a

G041594

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	36.0

Resources Available to Support the Goal 2

- Technology: GIZMOS; Lab Kits and equipped Science Lab, Field Trips, Science Investigation Books, Achieve 3000 Program, District Developed Curriculum Guides with a plethora of resources embedded to support learning.

Targeted Barriers to Achieving the Goal 3

- Teacher's deep knowledge of content in science and knowledge of effectively incorporating experiments using the steps of the scientific process.
- Student's Reading Lexile Levels are below the expected 5th grade level.

Plan to Monitor Progress Toward G8. 8

Consistent science instruction with labs; experiential teaching and learning, projects based learning.

Person Responsible

Sylvia Ajluni

Schedule

Biweekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Student Work, Formal and Informal Assessment Data, Lesson Plans

G9. To get parents directly involved in the education process by increasing the total number of volunteer hours with a focus on increasing the number of male volunteers. 1a

G041596

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- District Office of Community and Family Engagement, Business Partners, Big Brothers and Big Sisters.

Targeted Barriers to Achieving the Goal 3

- Working Parents

Plan to Monitor Progress Toward G9. 8

Volunteerism

Person Responsible

Eliese Keith

Schedule

On 6/5/2015

Evidence of Completion

Monthly Volunteer Logs, End of Year Reports

G10. Decrease the number of students with excessive absences in all grades by incorporating awards recognizing students with perfect attendance, conferencing with parents and tracking student attendance throughout the year. 1a

G041597

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	
Attendance rate	

Resources Available to Support the Goal 2

- Citizenship and Perfect Attendance Awards Ceremonies awards and certificates, Student of the Month Incentives, Communities in Schools, Case Manage contact with parents, Parent Conferencing and progress reporting each nine weeks. For Behavior, students receive star bucks to exchange at school store, positive referrals, lunch bunch with administration, recognition on morning announcements and CCTV and Behavior Contracts.

Targeted Barriers to Achieving the Goal 3

- Habitual offenders and lack of parent motivation and urgency to get some students to school daily.
- Lack needed social skills and conflict resolution skills.

Plan to Monitor Progress Toward G10. 8

Progress towards improving attendance of all students and reducing the amount of excessive absences throughout the school year.

Person Responsible

Sylvia Ajluni

Schedule

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

Evidence of Completion

End of nine weeks Awards Ceremony, Attendance Reports, Oncourse Attendance Records

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. Ensure the overall level of safety in the school by increasing the number of Code Yellow and Code Red drills that students practice. Teachers and staff will become familiar with and practice Emergency Management Team responsibilities in order to be prepared for and handle all emergency situations. **1**

 G041587

G1.B1 Opportunity to train all personnel about roles and responsibilities at the same time. **2**

 B100850

G1.B1.S1 Early Dismissal for faculty, before school and/or after school for paraprofessionals, office staff and custodians. **4**

 S112109

Strategy Rationale

Multiple trainings are needed to ensure that drills go smoothly and all personnel are fully versed on the roles during Code Red and Code Yellow drills.

Action Step 1 **5**

Calendar the training sessions

Person Responsible

Vicki Everson

Schedule

On 9/30/2014

Evidence of Completion

Reflection from practices, agendas

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

Training Sessions

Person Responsible

Vicki Everson

Schedule

On 9/30/2014

Evidence of Completion

Agendas and participant reflections. EMT reflections

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

The Foundations Team will review drill schedules, and agenda items, as well as make recommendations to support the Emergency Management Plan.

Person Responsible

Vicki Everson

Schedule

On 9/30/2014

Evidence of Completion

Observations and reporting on procedures followed.

G2. Increase student achievement levels for Bottom Quartile students by implementing data driven, differentiated centers and small group lessons with regular progress monitoring to assess mastery of student objectives;with an increased focus on the Pillars of Excellent Instruction - Students working on appropriately rigorous content, students taking ownership for their learning, students demonstrating their understanding, and students fully engaged in the lesson. 1

G041588

G2.B1 Two novice ELA Teachers in 3rd grade. 2

B100851

G2.B1.S1 School Reading Coach, Administrators, District Reading Coach, Mentor, Grade Level Teachers, and PDF will provide diverse levels of support for the novice teachers. Observations with feedback, opportunities to observe others, lesson plan development, common planning time, co-teaching, and modeling will be used. 4

S112110

Strategy Rationale

Intensive support for new teachers to ensure student success.

Action Step 1 5

Formal and informal observations will be conducted to provide feedback on instructional practices.

Person Responsible

Sylvia Ajluni

Schedule

Biweekly, from 8/11/2014 to 5/22/2015

Evidence of Completion

Feedback forms and next steps, Common Planning agendas, Observation Forms, Coaching Plan.

Action Step 2 5

The novice teachers will have the opportunity to observe master teachers.

Person Responsible

Linda Coleman

Schedule

Every 2 Months, from 9/1/2014 to 12/12/2014

Evidence of Completion

De-briefing notes, implementation of learned strategies in classroom, observations, teacher reflections, observation guides.

Action Step 3 5

Common planning time will be used to help teachers understand the standards and develop lesson plans that are fully aligned with the standards.

Person Responsible

Linda Coleman

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson plans and observations, analysis of student work.

Action Step 4 5

Teachers will participate in data analysis sessions to drive instruction and differentiation to meet student needs.

Person Responsible

Vicki Everson

Schedule

Monthly, from 9/29/2014 to 6/1/2015

Evidence of Completion

Agendas, data notebooks, lesson plans, student work, CGA Assessment Data, I-Ready and Achieve 3000 Reports

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

Observations -- formal and informal

Person Responsible

Sylvia Ajluni

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Feedback forms and next steps; first semester and second semester evaluations, coaching logs

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

Leadership Team monitoring of student learning, analysis of student work and assessment results, coaching logs, and common planning agendas.

Person Responsible

Sylvia Ajluni

Schedule

Biweekly, from 9/15/2014 to 5/1/2015

Evidence of Completion

Test scores, grades, learning journals, CGA data, i-Ready and Achieve 3000 reports

G2.B1.S2 Common Planning time to discuss standards and effective instructional strategies 4

 S116167

Strategy Rationale

Effective lesson design to meet student needs

Action Step 1 5

Provide common planning time for teachers to understand the standards and design effective lessons.

Person Responsible

Schedule

Weekly, from 8/11/2014 to 2/27/2015

Evidence of Completion

Common planning agendas, lesson plans, student work, assessment results.

G2.B1.S4 Data Analysis 4

S116169

Strategy Rationale

To support data driven differentiated instruction to meet the needs of all learners.

Action Step 1 5

Teachers will become familiar with district level and i-Ready assessments and learn to do an item analysis in order to facilitate differentiated, prescriptive instruction for individuals or groups of students.

Person Responsible

Vicki Everson

Schedule

Monthly, from 9/29/2014 to 4/24/2015

Evidence of Completion

Meeting agendas, student data, lesson plans, RTi plans, i-Ready and ACHIEVE 3000 reports.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Leadership Team will review student data from i-Ready and ACHIEVE 3000 reports, Administrators will monitor RTi Lesson and small group lesson plans,.

Person Responsible

Vicki Everson

Schedule

Monthly, from 9/29/2014 to 4/24/2015

Evidence of Completion

Data notebook, lesson plans, student work samples, assessment reports.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Observations, lesson plan checks, data analysis

Person Responsible

Vicki Everson

Schedule

Monthly, from 9/27/2014 to 4/24/2015

Evidence of Completion

Lesson plans, student work samples, assessment data.

G2.B1.S5 Mentor Observations with relevant feedback 4

 S116170

Strategy Rationale

To support expertise in instruction and assure effective instructional practices.

Action Step 1 5

Mentors will observe teacher and provide feedback about effective instruction practices based on the Pillars of Excellent Instruction for literacy. The schedule will be developed by the PDF and Academic Coach.

Person Responsible

Linda Coleman

Schedule

Quarterly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Feedback forms from observations.

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Observation schedules and feedback forms will be reviewed by the Academic Coach and PDF.

Person Responsible

Sylvia Ajluni

Schedule

Every 6 Weeks, from 10/6/2014 to 5/29/2015

Evidence of Completion

Mentor schedules, observation logs with feedback forms, lesson plans and student data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Administrators and academic coach will observe the implementation of next steps.

Person Responsible

Sylvia Ajluni

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student data, feedback forms, observation schedules.

G2.B2 New Florida Standards Instruction to align with Florida Assessment Item Specifications. 2

B100852

G2.B2.S1 Provide ongoing professional development to unpack the standards and align instruction to the test specifications by embedding complexity in daily lessons and activities. 4

S131088

Strategy Rationale

To prepare students for the critical thinking necessary to show proficiency in reading through complex text.

Action Step 1 5

During Common Planning time, teacher will unpack the standards, have collegial conversations about performance tasks and assessments, then plan instructional strategies to address what students need to know and be able to do.

Person Responsible

Linda Coleman

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson plans, assessments, student data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Ongoing review of lesson plans and lesson observations. Student exit slips embedding test spec question stems.

Person Responsible

Sylvia Ajluni

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Observation feedback forms, student work samples, student data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

On going feedback about lessons, student work protocol to determine levels of alignment

Person Responsible

Sylvia Ajluni

Schedule

Biweekly, from 9/24/2014 to 5/1/2015

Evidence of Completion

Lesson plans, student journals, student work samples, assessment results.

G2.B3 Lack of student stamina during independent reading and test taking 2

 B100854

G2.B3.S1 Teachers will provide extensive work in fluency to improve reading rates; weekly opportunities for students to build reading stamina will be embedded into the daily schedule during the ELA block. 4

 S112112

Strategy Rationale

To increase reading stamina so students can read multiple texts to simulate the testing environment and offer greater opportunities for success in a timed testing situation.

Action Step 1 5

Fluency and Stamina

Person Responsible

Linda Coleman

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Student Fluency Checks showing increased reading rates. Students engaged in building stamina by reading longer passages. Graphing of progress on classroom charts.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The Leadership team will monitor student fluency rates and assessment results.

Person Responsible

Linda Coleman

Schedule

Biweekly, from 9/15/2014 to 5/1/2015

Evidence of Completion

Reading Logs, charts, student reading rates, i-Ready and ACHIEVE 3000 reports.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Fluency checks, monitoring of i-Ready Reading and ACHIEVE 300 data for time spent on passages and student success rates.

Person Responsible

Linda Coleman

Schedule

Monthly, from 9/29/2014 to 5/1/2015

Evidence of Completion

Charts, student data, reading logs, lesson plans, observations

G3. In grades 3-5. 55% of students will achieve grade level proficiency through the implementation of strong core instruction based on the Pillars of Excellent Instruction focusing on students working on appropriately rigorous content, students taking ownership for their learning, students demonstrating understanding, students fully engaged in the work of the lesson, as well as the Gradual Release of Responsibility Instructional Delivery Model and differentiated instruction to reach all learners. 1

G041589

G3.B1 New Florida Assessment criteria and understanding of test specifications 2

B100856

G3.B1.S1 Academic Coaches will conduct grade level meetings to support planning and embed test specification criteria into daily instructional practices and performance tasks to include the most rigorous aspect of the standards. 4

S116982

Strategy Rationale

To increase teacher understanding of the standards and to align instruction with the complexity of new Florida Language Arts Assessments.

Action Step 1 5

Academic coach and administrators will facilitate Common Planning sessions focused developing a thorough understanding on the New Florida language Arts Standards to design performance assessments and instruction aligned with Florida State Assessment (FSA) expectations for what students need to know and be able to do.

Person Responsible

Linda Coleman

Schedule

Weekly, from 8/18/2014 to 5/1/2015

Evidence of Completion

Lesson plans, exit slips, student responses to 3-5 questions about text

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

Leadership Team members will monitor i-Ready Reports, Achieve 3000 reports, District CGA data, as well as student work samples to determine effectiveness of instruction.

Person Responsible

Sylvia Ajluni

Schedule

Monthly, from 9/24/2014 to 6/1/2015

Evidence of Completion

Student work samples, i-Ready and ACHIEVE 3000 reports, CGA data, student work samples and lesson plans.

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

Monthly data chats with analysis with next steps to continue the assessment-teaching-learning cycle.

Person Responsible

Sylvia Ajluni

Schedule

Monthly, from 9/24/2014 to 6/1/2015

Evidence of Completion

Computer program reports, student work samples, formal and informal assessment data, classroom observations.

G3.B2 Differentiation Strategies 2

B100857

G3.B2.S1 Data Driven Assignments for Diagnostic and Prescriptive Instruction during RTI and the extended learning hour. 4

S112114

Strategy Rationale

To ensure growth for all students and support grade level proficiency and beyond.

Action Step 1 5

RTI and Data Analysis Professional Development -- Focus on 10-5-5 (Top Ten, Bubble and BQ Students)

Differentiation strategies to address Zone of Proximal Development and move students to proficiency and beyond.

Person Responsible

Sylvia Ajluni

Schedule

Monthly, from 9/15/2014 to 5/1/2015

Evidence of Completion

RTI Lesson Plans, Observations, Progress Monitoring Assessments, Extended Learning Day Lesson Plans,

Action Step 2 5

Professional Development on Differentiated Center Rotations based on data for individuals or groups of students.

Person Responsible

Linda Coleman

Schedule

Monthly, from 9/22/2014 to 5/1/2015

Evidence of Completion

RTI plans, observation forms for center activities.

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

RTI and Data Driven Instruction -- Specific Assignments based on students' baseline and progress monitoring results

Person Responsible

Sylvia Ajluni

Schedule

Monthly, from 9/15/2014 to 5/1/2015

Evidence of Completion

Lesson Plans, Student Data, Observation, Implementation of differentiated assignments.

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

Rti Team and Leadership Teams will monitor student data and discuss effectiveness of strategies.

Person Responsible

Karla Graham

Schedule

Monthly, from 9/15/2014 to 5/1/2015

Evidence of Completion

RTi Lessons, Progress Monitoring Data, Grades, i-Ready and ACHIEVE 3000 reports, and CGA results.

G3.B3 Students' limited experiences with Tier II vocabulary instruction **2**

 B105678

G3.B3.S1 Explicit vocabulary instruction using Making Words and Marzano's Six Step Process to support student acquisition of Tier II vocabulary. **4**

 S116998

Strategy Rationale

To increase student's understanding of high frequency words used by mature language users across several content areas. Data indicate that Tier 2 words present challenges to our student demographic.

Action Step 1 **5**

Teachers will provide in explicit vocabulary instruction daily and engage students in activities that help them add to their knowledge of Tier II terms in their vocabulary journals.

Person Responsible

Linda Coleman

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

Vocabulary logs, assessments, student work.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 **6**

Leadership team members will observe vocabulary instruction and collect student vocab journals to review implementation.

Person Responsible

Linda Coleman

Schedule

Monthly, from 9/15/2014 to 5/1/2015

Evidence of Completion

Lesson plans, student journals, assessment data.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Observation forms, review of student work assessment data and lesson plans will be reviewed.

Person Responsible

Sylvia Ajluni

Schedule

Monthly, from 9/15/2014 to 5/1/2015

Evidence of Completion

Journals, lesson plans, assessment data, and student work.

G4. Increase student achievement and proficiency in writing for grades K-5 by using State rubrics and the steps of the writing process to create well written published pieces in response to text and based on various genres of writing. 1

 G041590

G4.B1 New Florida writing rubrics and assessment expectations. 2

 B100859

G4.B1.S1 Increase teacher and student familiarity with the expectations set in the new writing rubrics address informative and opinion writing and incorporate into the daily writing block. 4

 S117019

Strategy Rationale

To broaden student exposure to different forms of writing and provide opportunities to use the rubrics for revision and editing.

Action Step 1 5

Curriculum mapping for writing using the District Learning Guides ensure adequate instructional time for the different writing genres.

Person Responsible

Sylvia Ajluni

Schedule

On 10/29/2014

Evidence of Completion

Lesson plans, student work samples, observation feedback forms

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

Leadership Team will review student work samples and score against the rubric to determine next steps.

Person Responsible

Linda Coleman

Schedule

Monthly, from 10/6/2014 to 3/31/2015

Evidence of Completion

Student work samples and timed writing prompts.

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

Observation of lessons and review of published student work in portfolios showing evidence of students' use of rubrics to facilitate revisions and editing of writing.

Person Responsible

Linda Coleman

Schedule

Biweekly, from 9/15/2014 to 3/31/2015

Evidence of Completion

Writing portfolios, student work samples, conference forms.

G4.B1.S2 Teachers will explicitly teach narrative, opinion, essay and informational writing and conference with students using the writing rubrics to promote a full understanding of what is needed to achieve proficiency. 4

 S132389

Strategy Rationale

To increase the number of students who achieve proficiency in writing in 4th grade.

Action Step 1 5

Teachers will develop lessons for each writing genre, embedding the rubric expectations to ensure that instruction, student work and standards are fully aligned.

Person Responsible

Linda Coleman

Schedule

Weekly, from 8/18/2014 to 5/1/2015

Evidence of Completion

Lesson Plans, student work, writing samples, strategy charts.

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

The Leadership Team will conduct, classroom observations, review of lesson plans, student writing portfolios and student assessment data.

Person Responsible

Sylvia Ajluni

Schedule

Monthly, from 9/15/2014 to 5/1/2015

Evidence of Completion

Writing portfolios, lesson plans, student conference logs.

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

The Leadership Team will monitor lesson plans, student writing portfolios and assessment data.

Person Responsible

Sylvia Ajluni

Schedule

Monthly, from 9/15/2014 to 5/1/2015

Evidence of Completion

Assessment data, writing portfolios, lesson plans.

G4.B1.S3 Students will write essays on computer using ACHIEVE 3000 and Write to Learn. 4

 S132390

Strategy Rationale

To increase the number of students who achieve proficiency in essay writing in 5th grade.

Action Step 1 5

Students will use ACHIEVE 3000 program to respond to text.

Person Responsible

Linda Coleman

Schedule

Weekly, from 9/15/2014 to 5/1/2015

Evidence of Completion

ACHIEVE 3000 reports and assessment data.

Action Step 2 5

Fifth grade students will use the Write to Learn computer program to write essays about text and citing evidence from text.

Person Responsible

Linda Coleman

Schedule

Weekly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Write to Learn reports, teacher lesson plans modeling essay writing.

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

The Leadership TEAM will monitor ACHIEVE 3000 usage and student progress reports.

Person Responsible

Vicki Everson

Schedule

Monthly, from 10/15/2014 to 5/1/2015

Evidence of Completion

Usage and assessment reports.

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

The Leadership Team will monitor Write to Learn usage reports and assessment results.

Person Responsible

Linda Coleman

Schedule

Monthly, from 10/15/2014 to 5/1/2015

Evidence of Completion

Technology Reports, student writing samples, lesson plans, assessment results.

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Leadership Team will monitor student assessment data.

Person Responsible

Sylvia Ajluni

Schedule

Monthly, from 10/15/2014 to 5/1/2015

Evidence of Completion

Student work samples, portfolio work and ACHIEVE 3000 and Write to Learn reports.

G5. Increase student achievement levels in math of all students by using current data to drive instruction and create data based centers. The students will write to explain strategies that were used and will gain an understanding of math through conceptual teaching. This includes AMO --Econ. Disadv., Black and SWD sub-groups. 1

 G041591

G5.B1 Teacher efficacy with conceptual teaching. 2

 B100862

G5.B1.S1 Professional Development and Common Planning to support effective practices for Conceptual Teaching. 4

 S112120

Strategy Rationale

To support teacher with instruction focusing on conceptual understanding rather than procedural and to promote students' mathematical thinking.

Action Step 1 5

In-depth unwrapping and analysis of the Common Core Standards and Test Specifications to develop lesson plans for conceptual teaching of mathematics to promote critical thinking and problem solving.

Person Responsible

Katie Couch

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Student Work, Interactive Math journals, Formative and Summative Assessments

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

Lesson Plans, Instructional Strategies, Differentiated Plans, RTI

Person Responsible

Vicki Everson

Schedule

Biweekly, from 9/1/2014 to 5/15/2015

Evidence of Completion

Lesson Plans, Student Work, Interactive Math Journals, Student Assessment Data

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

Lesson Plans, Instructional Strategies, i-Ready Data, Performance Tasks, Progress Monitoring Assessments

Person Responsible

Vicki Everson

Schedule

Biweekly, from 9/15/2014 to 5/15/2015

Evidence of Completion

Lesson Plans, Interactive Math Journals, Student Assessment Data, i_Ready Reports

G6. Support strong data analysis to Increase the number of lowest quartile students in grades 3-5 who make adequate learning gains by implementing targeted daily RTI , differentiated centers, guided math groups, and explicit instruction. 1

G041592

G6.B1 Knowledge of developing rigorous differentiated centers and using differentiation strategies 2

B100864

G6.B1.S1 Professional Development on ways to differentiate instruction to meet the needs of all learners

4

S116742

Strategy Rationale

Teachers will be able to implement differentiation in their classrooms better if they have solid knowledge and understand best practices.

Action Step 1 5

Professional Development on ways to differentiate instruction to meet the needs of all learners.

Person Responsible

Sylvia Ajluni

Schedule

Biweekly, from 9/28/2014 to 5/29/2015

Evidence of Completion

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

Professional Development on Differentiation

Person Responsible

Sylvia Ajluni

Schedule

Biweekly, from 9/28/2014 to 5/29/2015

Evidence of Completion

Observations, Lesson Plans, RTI Data

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

Professional Development on Differentiation

Person Responsible

Sylvia Ajluni

Schedule

On 5/29/2015

Evidence of Completion

Teacher Observations, Student Work, RTI Documentation, Lesson Plans

G6.B1.S2 Teacher collaboration during common planning to develop differentiated centers and discuss complexity levels of the activities. 4

 S116777

Strategy Rationale

Teachers collaborating to develop centers and share ideas will contribute to stronger differentiation and commonality among grade levels and departments.

Action Step 1 5

Teacher collaboration during common planning on differentiation

Person Responsible

Katie Couch

Schedule

Monthly, from 9/5/2014 to 5/29/2015

Evidence of Completion

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

RTi Lesson Plans, Observations of Center Rotations, Data Analysis Chats,

Person Responsible

Vicki Everson

Schedule

Biweekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Porgress Monitoring Data, i-Ready Data

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

i-Ready Reports, Progress Monitoring Data, CGA Assessment Data

Person Responsible

Vicki Everson

Schedule

Biweekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Reports, Comparative Data for all formal and informal assessments, Progress Monitoring Data

G6.B2 Teacher proficiency with effective intervention strategies to support the struggling learner -- by scaffolding learning to take students from the concrete to the abstract. 2

 B100865

G6.B2.S1 Collaborative Coaching Cycle : Articles: Math Intervention Strategies: Suggestions for Struggling Learners 4

 S112121

Strategy Rationale

Action Step 1 5

Collaborative Coaching Cycle: Math Intervention Strategies: Suggestions for Struggling Learners

Person Responsible

Katie Couch

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Student Work, Interactive Math Journal, Formative and Summative Assessments

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Intervention Strategies

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Student Work, Interactive Math Journal, Formative and Summative Assessments, Observations

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Intervention Strategies for Struggling Learners

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Student Work, Interactive Math Journal, Formative and Summative Assessments

G7. Increase the number of students in grade 3-5 who reach proficiency in math based on the Florida Standards Assessment by effectively utilizing explicit instruction and the Gradual Release Instructional Model.

1

 G041593

G7.B1 Some students lack foundational skills and concept development in math 2

 B100866

G7.B1.S1 Provide computer access to students in the morning and afternoon for use of i-READY to support foundational skills so students do not struggle with math fluency 4

 S112122

Strategy Rationale

To increase student opportunities to work on foundational skills.

Action Step 1 5

Before and After School use of technology to support math automaticity and fluency

Person Responsible

Vicki Everson

Schedule

Daily, from 1/5/2015 to 4/24/2015

Evidence of Completion

Reports from programs

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

Before and After School use of technology to support math automaticity and fluency.

Person Responsible

Vicki Everson

Schedule

On 4/24/2015

Evidence of Completion

Student reports

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

Before and After School use of technology to support math automaticity and fluency

Person Responsible

Vicki Everson

Schedule

On 4/24/2015

Evidence of Completion

Student Reports, Student Work, Exit Slips, Assessments

G7.B1.S2 Develop vocabulary in context of story problems using Problem Solving Strategies and incorporate writing to explain answers in math. 4

 S112123

Strategy Rationale

To ensure students success and achievement when students discuss and write about the use of strategies using accountable talk with content specific math

Action Step 1 5

Observations of Development of math vocabulary and incorporation of writing

Person Responsible

Vicki Everson

Schedule

Weekly, from 9/22/2014 to 5/22/2015

Evidence of Completion

Implementation in classrooms

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Vocabulary and Problem Solving Strategies -- Writing to explain in Interactive Math Journals

Person Responsible

Vicki Everson

Schedule

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

Evidence of Completion

Math Journals, Assessments, Artifacts

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Math Assessments

Person Responsible

Vicki Everson

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Student Achievement Scores

G7.B1.S3 Common Planning time will be used to "unwrap" the standards and gain an in-depth understanding of the assessment criteria and item specs in order to align instruction with the highest expectations of the standards. 4

 S135362

Strategy Rationale

To support student achievement and success in conceptual mathematics knowledge and application of mathematics problem solving strategies.

Action Step 1 5

Common Planning time will be used to support teacher's comfort with the expectations set forth in the new Florida Standards and assessments. Using the student work protocol to align student activities with the standards.

Person Responsible

Katie Couch

Schedule

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

Evidence of Completion

Meeting agendas, lesson plans

Plan to Monitor Fidelity of Implementation of G7.B1.S3 6

Administrators will monitor lesson plans, student work samples and assessment data.

Person Responsible

Vicki Everson

Schedule

Weekly, from 9/15/2014 to 5/15/2015

Evidence of Completion

Lesson plans, interactive journals, assessment data, and i_ready Math reports.

Plan to Monitor Effectiveness of Implementation of G7.B1.S3 7

Administrators will review lesson plans, look at student work and support in-depth analysis of assessment data.

Person Responsible

Vicki Everson

Schedule

Monthly, from 9/15/2014 to 5/15/2015

Evidence of Completion

Interactive Journals, lesson plans, observations feedback forms, assessment data.

G7.B3 Teacher proficiency with the new standards, Florida State Assessments and Item Specs. 2

 B123455

G7.B3.S1 Teachers will unpack the standards, analyze data and develop strategic lessons to support student achievement with science concepts. 4

 S142651

Strategy Rationale

To improve teacher efficacy with science concepts and instructional strategies that support student learning of science concepts.

Action Step 1 5

Facilitate Common Planning for novice teachers in fifth grade by looking test item specifications, the curriculum guides and data on baseline assessments.

Person Responsible

Sylvia Ajluni

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Assessment Data, Observations, Lesson Plans, Common Planning Agendas

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

Observations, Lesson Plan feedback, Science Lab Schedule.

Person Responsible

Sylvia Ajluni

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Lab Schedule, Formal and Informal Feedback from Observations, Interactive Journal entries

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

Lesson plans, alignment with the curriculum guides and data on assessments.

Person Responsible

Sylvia Ajluni

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student Journals, Assessment Data, GIZMOS Usage Reports,

G8. In Grade 5, increase the number of students reaching proficiency in Science by providing rigorous teacher led instruction that incorporates the Pillars of Excellence in Science and effective reading strategies. Students will work on hands-on lab experiences using the scientific process and writing to explain daily through daily journals. 1

G041594

G8.B1 Teacher's deep knowledge of content in science and knowledge of effectively incorporating experiments using the steps of the scientific process. 2

B100868

G8.B1.S1 Implementation of a Vertical Learning Community professional reading to support the Scientific Process and collaborate on research that involves scientific experiments and projects based learning. 4

S115659

Strategy Rationale

Involving teachers of all grade levels in a Science VLC will allow them to determine educational strategies to implement and help students of all grade levels become more knowledgeable in Science.

Action Step 1 5

Review VLC Meeting Agenda with Chair and follow up on meeting notes

Person Responsible

Sylvia Ajluni

Schedule

Biweekly, from 9/10/2014 to 6/5/2015

Evidence of Completion

Meeting Notes, Observation of Implemented Practices by Administration and Science Specialist

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

PLC minutes and strategies developed at each grade level, Science Lab Schedule, Observations to monitor for implementation, lesson plans. aligned with District Curriculum Guides,

Person Responsible

Sylvia Ajluni

Schedule

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

Evidence of Completion

Student work samples, lesson plans, Interactive Science Journal

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

Formative and Summative Assessment Data, Science Journals

Person Responsible

Sylvia Ajluni

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Interactive Science Journal entries, CGA data

G8.B1.S2 Provide teachers with professional development and developing rigorous science lessons and common planning time to develop plans and activities to increase student understanding of concepts. 4

 S115664

Strategy Rationale

If teachers are given the opportunity in learn to create and implement lessons that will engage all learners the students will gain a better understanding of the science concepts.

Action Step 1 5

Professional Development through Common Planning with Science Specialist, Administration, Coaches

Person Responsible

Sylvia Ajluni

Schedule

On 6/5/2015

Evidence of Completion

Lesson Plan Reviews and Observation of Lesson Implementation

Plan to Monitor Fidelity of Implementation of G8.B1.S2 6

Person Responsible

Sylvia Ajluni

Schedule

On 6/5/2015

Evidence of Completion

Observations, Lesson Plans, Review of Lab Assignments

G8.B2 Student's Reading Lexile Levels are below the expected 5th grade level. 2

 B104506

G8.B2.S1 Student's will employ reading strategies when reading non-fiction science text to help with their comprehension of the text. 4

 S115690

Strategy Rationale

In order for student's to effectively read Science content and Science Test Questions they will have to strengthen their reading ability and increase their Lexile Levels.

Action Step 1 5

Incorporate using Reading Strategies to increase comprehension of text.

Person Responsible

Sylvia Ajluni

Schedule

On 6/5/2015

Evidence of Completion

Classroom Observations, Achieve 3000 Data, Student RTI Data

G8.B2.S2 Teacher's will incorporate science vocabulary and strategies to decode vocabulary into their daily lessons and create an interactive word wall to give the students a tool to increase their understanding of words related to science. 4

 S115739

Strategy Rationale

The students will be more equipped to read grade level science text if they understand the vocabulary terms encountered in their reading of science text.

Action Step 1 5

Incorporate Science Vocabulary and Strategies to decode vocabulary terms

Person Responsible

Sylvia Ajluni

Schedule

On 6/5/2015

Evidence of Completion

Classroom Observations, Teacher's Lesson Plans, Science Journals, Student Work

G9. To get parents directly involved in the education process by increasing the total number of volunteer hours with a focus on increasing the number of male volunteers. 1

G041596

G9.B1 Working Parents 2

B100873

G9.B1.S1 Provide training for parents on ways they can volunteer and provide multiple opportunities for volunteerism to accommodate working parents. 4

S112130

Strategy Rationale

To support parents who want to volunteer by offer various options and offering flexible opportunities for volunteerism.

Action Step 1 5

Volunteer Breakfast reviewing the variety of opportunities to volunteer. Creating specific opportunities for male volunteers.

Person Responsible

Sylvia Ajluni

Schedule

Evidence of Completion

Agenda, Sign-in, Increased volunteer hours

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Volunteer Opportunities and Volunteer Logs

Person Responsible

Vicki Everson

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Volunteer Logs

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

Volunteerism

Person Responsible

Vicki Everson

Schedule

On 5/29/2015

Evidence of Completion

Volunteer Logs

G10. Decrease the number of students with excessive absences in all grades by incorporating awards recognizing students with perfect attendance, conferencing with parents and tracking student attendance throughout the year. 1

 G041597

G10.B1 Habitual offenders and lack of parent motivation and urgency to get some students to school daily. 2

 B100874

G10.B1.S1 Implementation of Perfect Attendance Awards Ceremonies each nine weeks with awards and certificates, Student of the Month recognitions, and special awards ceremony at the end of the year to recognize year long accomplishments of perfect attendance. 4

 S112131

Strategy Rationale

to support student attendance by offering incentives to promote the positive behaviors and accomplishments.

Action Step 1 5

Awards Ceremony will be scheduled each nine weeks with advance notice to parents. PTA and other volunteers will prepare certificates and awards based on the teachers information and attendance record in genesis and oncourse.

Person Responsible

Sylvia Ajluni

Schedule

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

Evidence of Completion

Analysis of attendance reports monthly, monitoring and interventions by leadership team, daily attendance reports in Oncourse.

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

Fidelity of the implementation of Awards Ceremonies and recognitions to improve attendance of all students will be monitored for fidelity.

Person Responsible

Sylvia Ajluni

Schedule

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

Evidence of Completion

Feedback from parents, Monitoring of Attendance Reports, Truancy and Guidance Reports

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 7

Monitoring of the effectiveness of incentives in place to improve the overall attendance of all students. Review attendance data.

Person Responsible

Sylvia Ajluni

Schedule

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

Evidence of Completion

Report Cards, Monthly Daily Attendance Reports, Teacher's Attendance Records

G10.B2 Lack needed social skills and conflict resolution skills. 2

B100875

G10.B2.S1 Students will have the opportunity to receive concession tickets in the cafeteria and resource classes and entered into a weekly drawing for prizes. Positive referrals will be given to students that make good choices and set good examples for behavior expectations. CHAMPS will be in place and implemented throughout the school common areas and in each classroom. Teachers will utilize classroom referrals to communicate with parents minor behavior infractions during the school day. 4

S112132

Strategy Rationale

Action Step 1 5

Steps to implement the incentives to reduce the number of students with two or more behavior referrals.

Person Responsible

Vicki Everson

Schedule

On 6/5/2015

Evidence of Completion

Discipline Records, End of the nine weeks citizenship awards, Administration records of referrals

Plan to Monitor Fidelity of Implementation of G10.B2.S1 6

Monitoring the fidelity of the implementation of incentives to reduce the number of students with behavior referrals

Person Responsible

Schedule

Evidence of Completion

Discipline Reports and administrative records of behavior referrals

Plan to Monitor Effectiveness of Implementation of G10.B2.S1 7

Monitoring of the effectiveness of the systems in place to reduce the number of behavior referrals

Person Responsible

Schedule

Evidence of Completion

Discipline Records and administrative reports of discipline referrals

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	Calendar the training sessions	Everson, Vicki	8/18/2014	Reflection from practices, agendas	9/30/2014 one-time
G2.B1.S1.A1	Formal and informal observations will be conducted to provide feedback on instructional practices.	Ajluni, Sylvia	8/11/2014	Feedback forms and next steps, Common Planning agendas, Observation Forms, Coaching Plan.	5/22/2015 biweekly
G2.B3.S1.A1	Fluency and Stamina	Coleman, Linda	8/18/2014	Student Fluency Checks showing increased reading rates. Students engaged in building stamina by reading longer passages. Graphing of progress on classroom charts.	6/1/2015 weekly
G3.B2.S1.A1	RTI and Data Analysis Professional Development -- Focus on 10-5-5 (Top Ten, Bubble and BQ Students) Differentiation strategies to address Zone of Proximal Development and move students to proficiency and beyond.	Ajluni, Sylvia	9/15/2014	RTI Lesson Plans, Observations, Progress Monitoring Assessments, Extended Learning Day Lesson Plans,	5/1/2015 monthly
G5.B1.S1.A1	In-depth unwrapping and analysis of the Common Core Standards and Test Specifications to develop lesson plans for conceptual teaching of mathematics to promote critical thinking and problem solving.	Couch, Katie	9/22/2014	Lesson Plans, Student Work, Interactive Math journals, Formative and Summative Assessments	5/29/2015 weekly
G6.B2.S1.A1	Collaborative Coaching Cycle: Math Intervention Strategies: Suggestions for Struggling Learners	Couch, Katie	9/22/2014	Lesson Plans, Student Work, Interactive Math Journal, Formative and Summative Assessments	5/29/2015 biweekly
G7.B1.S1.A1	Before and After School use of technology to support math automaticity and fluency	Everson, Vicki	1/5/2015	Reports from programs	4/24/2015 daily
G7.B1.S2.A1	Observations of Development of math vocabulary and incorporation of writing	Everson, Vicki	9/22/2014	Implementation in classrooms	5/22/2015 weekly
G9.B1.S1.A1	Volunteer Breakfast reviewing the variety of opportunities to volunteer. Creating specific opportunities for male volunteers.	Ajluni, Sylvia	10/23/2014	Agenda, Sign-in, Increased volunteer hours	annually
G10.B1.S1.A1	Awards Ceremony will be scheduled each nine weeks with advance notice	Ajluni, Sylvia	8/18/2014	Analysis of attendance reports monthly, monitoring and interventions	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
	to parents. PTA and other volunteers will prepare certificates and awards based on the teachers information and attendance record in genesis and oncourse.			by leadership team, daily attendance reports in Oncourse.	
G10.B2.S1.A1	Steps to implement the incentives to reduce the number of students with two or more behavior referrals.	Everson, Vicki	9/8/2014	Discipline Records, End of the nine weeks citizenship awards, Administration records of referrals	6/5/2015 one-time
G8.B1.S1.A1	Review VLC Meeting Agenda with Chair and follow up on meeting notes	Ajluni, Sylvia	9/10/2014	Meeting Notes, Observation of Implemented Practices by Administration and Science Specialist	6/5/2015 biweekly
G8.B1.S2.A1	Professional Development through Common Planning with Science Specialist, Administration, Coaches	Ajluni, Sylvia	8/18/2014	Lesson Plan Reviews and Observation of Lesson Implementation	6/5/2015 one-time
G2.B1.S2.A1	Provide common planning time for teachers to understand the standards and design effective lessons.		8/11/2014	Common planning agendas, lesson plans, student work, assessment results.	2/27/2015 weekly
G6.B1.S1.A1	Professional Development on ways to differentiate instruction to meet the needs of all learners.	Ajluni, Sylvia	9/28/2014		5/29/2015 biweekly
G6.B1.S2.A1	Teacher collaboration during common planning on differentiation	Couch, Katie	9/5/2014		5/29/2015 monthly
G8.B2.S2.A1	Incorporate Science Vocabulary and Strategies to decode vocabulary terms	Ajluni, Sylvia	8/18/2014	Classroom Observations, Teacher's Lesson Plans, Science Journals, Student Work	6/5/2015 one-time
G8.B2.S1.A1	Incorporate using Reading Strategies to increase comprehension of text.	Ajluni, Sylvia	8/18/2014	Classroom Observations, Achieve 3000 Data, Student RTI Data	6/5/2015 one-time
G2.B2.S1.A1	During Common Planning time, teacher will unpack the standards, have collegial conversations about performance tasks and assessments, then plan instructional strategies to address what students need to know and be able to do.	Coleman, Linda	8/18/2014	Lesson plans, assessments, student data	6/1/2015 weekly
G2.B1.S4.A1	Teachers will become familiar with district level and i-Ready assessments and learn to do an item analysis in order to facilitate differentiated, prescriptive instruction for individuals or groups of students.	Everson, Vicki	9/29/2014	Meeting agendas, student data, lesson plans, RTi plans, i-Ready and ACHIEVE 3000 reports.	4/24/2015 monthly
G2.B1.S5.A1	Mentors will observe teacher and provide feedback about effective instruction practices based on the Pillars of Excellent Instruction for literacy. The schedule will be developed by the PDF and Academic Coach.	Coleman, Linda	10/6/2014	Feedback forms from observations.	5/29/2015 quarterly
G3.B1.S1.A1	Academic coach and administrators will facilitate Common Planning sessions focused developing a thorough understanding on the New Florida language Arts Standards to design performance assessments and instruction aligned with Florida State Assessment (FSA) expectations for what students need to know and be able to do.	Coleman, Linda	8/18/2014	Lesson plans, exit slips, student responses to 3-5 questions about text	5/1/2015 weekly
G3.B3.S1.A1	Teachers will provide in explicit vocabulary instruction daily and engage students in activities that help them add to their knowledge of Tier II terms in their vocabulary journals.	Coleman, Linda	9/15/2014	Vocabulary logs, assessments, student work.	6/4/2015 daily

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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
G4.B1.S1.A1	Curriculum mapping for writing using the District Learning Guides ensure adequate instructional time for the different writing genres.	Ajluni, Sylvia	8/18/2014	Lesson plans, student work samples, observation feedback forms	10/29/2014 one-time
G4.B1.S2.A1	Teachers will develop lessons for each writing genre, embedding the rubric expectations to ensure that instruction, student work and standards are fully aligned.	Coleman, Linda	8/18/2014	Lesson Plans, student work, writing samples, strategy charts.	5/1/2015 weekly
G4.B1.S3.A1	Students will use ACHIEVE 3000 program to respond to text.	Coleman, Linda	9/15/2014	ACHIEVE 300) reports and assessment data.	5/1/2015 weekly
G7.B1.S3.A1	Common Planning time will be used to support teacher's comfort with the expectations set forth in the new Florida Standards and assessments. Using the student work protocol to align student activities with the standards.	Couch, Katie	9/1/2014	Meeting agendas, lesson plans	4/10/2015 weekly
G7.B3.S1.A1	Facilitate Common Planning for novice teachers in fifth grade by looking test item specifications, the curriculum guides and data on baseline assessments.	Ajluni, Sylvia	9/15/2014	Assessment Data, Observations, Lesson Plans, Common Planning Agendas	5/29/2015 monthly
G2.B1.S1.A2	The novice teachers will have the opportunity to observe master teachers.	Coleman, Linda	9/1/2014	De-briefing notes, implementation of learned strategies in classroom, observations, teacher reflections, observation guides.	12/12/2014 every-2-months
G3.B2.S1.A2	Professional Development on Differentiated Center Rotations based on data for individuals or groups of students.	Coleman, Linda	9/22/2014	RTI plans, observation forms for center activities.	5/1/2015 monthly
G4.B1.S3.A2	Fifth grade students will use the Write to Learn computer program to write essays about text and citing evidence from text.	Coleman, Linda	10/1/2014	Write to Learn reports, teacher lesson plans modeling essay writing.	5/1/2015 weekly
G2.B1.S1.A3	Common planning time will be used to help teachers understand the standards and develop lesson plans that are fully aligned with the standards.	Coleman, Linda	8/18/2014	Lesson plans and observations, analysis of student work.	6/1/2015 weekly
G2.B1.S1.A4	Teachers will participate in data analysis sessions to drive instruction and differentiation to meet student needs.	Everson, Vicki	9/29/2014	Agendas, data notebooks, lesson plans, student work, CGA Assessment Data, I-Ready and Achieve 3000 Reports	6/1/2015 monthly
G1.MA1	Training Sessions	Everson, Vicki	8/22/2014	Drill procedures, practice drill documentation, evacuations recorded and done in a timely manner. Training meeting agenda items. Emergency Plan.	10/10/2014 quarterly
G1.MA2	Code Red and Code Yellow Drills	Everson, Vicki	9/22/2014	Drill schedule. Emergency drill feedback forms.	5/29/2015 quarterly
G1.B1.S1.MA1	The Foundations Team will review drill schedules, and agenda items, as well as make recommendations to support the Emergency Management Plan.	Everson, Vicki	8/18/2014	Observations and reporting on procedures followed.	9/30/2014 one-time
G1.B1.S1.MA1	Training Sessions	Everson, Vicki	8/18/2014	Agendas and participant reflections. EMT reflections	9/30/2014 one-time
G2.MA1	Assessment data, coaching logs, progress monitoring data, CGA data, i-Ready and Achieve 3000 reports.	Ajluni, Sylvia	9/15/2014	Test scores, learning journals, lesson plans, observation forms,	5/1/2015 monthly

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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
G2.B1.S1.MA1	Leadership Team monitoring of student learning, analysis of student work and assessment results, coaching logs, and common planning agendas.	Ajluni, Sylvia	9/15/2014	Test scores, grades, learning journals, CGA data, i-Ready and Achieve 3000 reports	5/1/2015 biweekly
G2.B1.S1.MA1	Observations -- formal and informal	Ajluni, Sylvia	9/1/2014	Feedback forms and next steps; first semester and second semester evaluations, coaching logs	5/29/2015 weekly
G2.B3.S1.MA1	Fluency checks, monitoring of i-Ready Reading and ACHIEVE 300 data for time spent on passages and student success rates.	Coleman, Linda	9/29/2014	Charts, student data, reading logs, lesson plans, observations	5/1/2015 monthly
G2.B3.S1.MA1	The Leadership team will monitor student fluency rates and assessment results.	Coleman, Linda	9/15/2014	Reading Logs, charts, student reading rates, i-Ready and ACHIEVE 3000 reports.	5/1/2015 biweekly
G2.B2.S1.MA1	On going feedback about lessons, student work protocol to determine levels of alignment	Ajluni, Sylvia	9/24/2014	Lesson plans, student journals, student work samples, assessment results.	5/1/2015 biweekly
G2.B2.S1.MA1	Ongoing review of lesson plans and lesson observations. Student exit slips embedding test spec question stems.	Ajluni, Sylvia	9/1/2014	Observation feedback forms, student work samples, student data	5/29/2015 weekly
G2.B1.S4.MA1	Observations, lesson plan checks, data analysis	Everson, Vicki	9/27/2014	Lesson plans, student work samples, assessment data.	4/24/2015 monthly
G2.B1.S4.MA1	Leadership Team will review student data from i-Ready and ACHIEVE 3000 reports, Administrators will monitor RTI Lesson and small group lesson plans,.	Everson, Vicki	9/29/2014	Data notebook, lesson plans, student work samples, assessment reports.	4/24/2015 monthly
G2.B1.S5.MA1	Administrators and academic coach will observe the implementation of next steps.	Ajluni, Sylvia	10/6/2014	Lesson plans, student data, feedback forms, observation schedules.	5/29/2015 monthly
G2.B1.S5.MA1	Observation schedules and feedback forms will be reviewed by the Academic Coach and PDF.	Ajluni, Sylvia	10/6/2014	Mentor schedules, observation logs with feedback forms, lesson plans and student data.	5/29/2015 every-6-weeks
G3.MA1	Progress monitoring assessments, student work, lesson plans, i-Ready and ACHIEVE 3000 reports, and CGA results.	Ajluni, Sylvia	10/2/2014	Progress monitoring assessments, student work, lesson plans, i-Ready and ACHIEVE 3000 reports, and CGA results.	5/1/2015 monthly
G3.B2.S1.MA1	Rti Team and Leadership Teams will monitor student data and discuss effectiveness of strategies.	Graham, Karla	9/15/2014	RTi Lessons, Progress Monitoring Data, Grades, i-Ready and ACHIEVE 3000 reports, and CGA results.	5/1/2015 monthly
G3.B2.S1.MA1	RTI and Data Driven Instruction -- Specific Assignments based on students' baseline and progress monitoring results	Ajluni, Sylvia	9/15/2014	Lesson Plans, Student Data, Observation, Implementation of differentiated assignments.	5/1/2015 monthly
G3.B1.S1.MA1	Monthly data chats with analysis with next steps to continue the assessment-teaching-learning cycle.	Ajluni, Sylvia	9/24/2014	Computer program reports, student work samples, formal and informal assessment data, classroom observations.	6/1/2015 monthly
G3.B1.S1.MA1	Leadership Team members will monitor i-Ready Reports, Achieve 3000 reports, District CGA data, as well as student work samples to determine effectiveness of instruction.	Ajluni, Sylvia	9/24/2014	Student work samples, i-Ready and ACHIEVE 3000 reports, CGA data, student work samples and lesson plans.	6/1/2015 monthly
G3.B3.S1.MA1	Observation forms, review of student work assessment data and lesson plans will be reviewed.	Ajluni, Sylvia	9/15/2014	Journals, lesson plans, assessment data, and student work.	5/1/2015 monthly
G3.B3.S1.MA1	Leadership team members will observe vocabulary instruction and	Coleman, Linda	9/15/2014	Lesson plans, student journals, assessment data.	5/1/2015 monthly

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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
	collect student vocab journals to review implementation.				
G4.MA1	Writing portfolios, prompt scores, student conference logs,	Ajluni, Sylvia	9/29/2014	Lesson Plans, Student Work, writing portfolios, student assessments.	3/31/2015 monthly
G4.B1.S1.MA1	Observation of lessons and review of published student work in portfolios showing evidence of students' use of rubrics to facilitate revisions and editing of writing.	Coleman, Linda	9/15/2014	Writing portfolios, student work samples, conference forms.	3/31/2015 biweekly
G4.B1.S1.MA1	Leadership Team will review student work samples and score against the rubric to determine next steps.	Coleman, Linda	10/6/2014	Student work samples and timed writing prompts.	3/31/2015 monthly
G4.B1.S2.MA1	The Leadership Team will monitor lesson plans, student writing portfolios and assessment dat.	Ajluni, Sylvia	9/15/2014	Assessment data, writing portfolios, lesson plans.	5/1/2015 monthly
G4.B1.S2.MA1	The Leadership Team will conduct, classroom observations, review of lesson plans, student writing portfolios and student assessment data.	Ajluni, Sylvia	9/15/2014	Writing portfolios, lesson plans, student conference logs.	5/1/2015 monthly
G4.B1.S3.MA1	Leadership Team will monitor student assessment data.	Ajluni, Sylvia	10/15/2014	Student work samples, portfolio work and ACHIEVE 3000 and Write to Learn reports.	5/1/2015 monthly
G4.B1.S3.MA1	The Leadership TEAM will monitor ACHIEVE 3000 usage and student progress reports.	Everson, Vicki	10/15/2014	Usage and assessment reports.	5/1/2015 monthly
G4.B1.S3.MA3	The Leadership Team will monitor Write to Learn usage reports and assessment results.	Coleman, Linda	10/15/2014	Technology Reports, student writing samples, lesson plans, assessment results.	5/1/2015 monthly
G5.MA1	Lesson Plans, Instructional Strategies, Student Learning, i-Ready Reports, Assessment Data	Everson, Vicki	9/15/2014	Lesson Plans, Interactive Math Journals, Student Assessment Data, i-Ready Reports,	6/5/2015 biweekly
G5.B1.S1.MA1	Lesson Plans, Instructional Strategies. i-Ready Data, Performance Tasks, Progress Monitoring Assessments	Everson, Vicki	9/15/2014	Lesson Plans, Interactive Math Journals, Student Assessment Data. i_Ready Reports	5/15/2015 biweekly
G5.B1.S1.MA1	Lesson Plans, Instructional Strategies, Differentiated Plans, RTI	Everson, Vicki	9/1/2014	Lesson Plans, Student Work, Interactive Math Journals, Student Assessment Data	5/15/2015 biweekly
G6.MA1	Intervention Strategies for Struggling Learners. Student Learning. Lesson Plans, RTI Documentation	Everson, Vicki	9/5/2014	Lesson Plans, Student Work, Interactive Math Journal, Formative and Summative Assessments, Observations	6/5/2015 one-time
G6.B2.S1.MA1	Intervention Strategies for Struggling Learners		Lesson Plans, Student Work, Interactive Math Journal, Formative and Summative Assessments	once	
G6.B2.S1.MA1	Intervention Strategies		Lesson Plans, Student Work, Interactive Math Journal, Formative and Summative	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			Assessments, Observations		
G6.B1.S1.MA1	Professional Development on Differentiation	Ajluni, Sylvia	9/5/2014	Teacher Observations, Student Work, RTI Documentation, Lesson Plans	5/29/2015 one-time
G6.B1.S1.MA1	Professional Development on Differentiation	Ajluni, Sylvia	9/28/2014	Observations, Lesson Plans, RTI Data	5/29/2015 biweekly
G6.B1.S2.MA1	i-Ready Reports, Progress Monitoring Data, CGA Assessment Data	Everson, Vicki	9/15/2014	Reports, Comparative Data for all formal and informal assessments, Progress Monitoring Data	6/5/2015 biweekly
G6.B1.S2.MA1	RTI Lesson Plans, Observations of Center Rotations, Data Analysis Chats,	Everson, Vicki	9/15/2014	Lesson Plans, Porgress Monitoring Data, i-Ready Data	6/5/2015 biweekly
G7.MA1	Weekly Observations and feedback from administrators and coaches	Ajluni, Sylvia	9/5/2014	Student Reports, Student Work, Exit Slips, Assessments, Progress Monitoring Assessments	6/5/2015 weekly
G7.B1.S1.MA1	Before and After School use of technology to support math automaticity and fluency	Everson, Vicki	1/5/2015	Student Reports, Student Work, Exit Slips, Assessments	4/24/2015 one-time
G7.B1.S1.MA1	Before and After School use of technology to support math automaticity and fluency.	Everson, Vicki	1/5/2015	Student reports	4/24/2015 one-time
G7.B3.S1.MA1	Lesson plans, alignment with the curriculum guides and data on assessments.	Ajluni, Sylvia	9/15/2014	Student Journals, Assessment Data, GIZMOS Usage Reports,	5/29/2015 biweekly
G7.B3.S1.MA1	Observations, Lesson Plan feedback, Science Lab Schedule.	Ajluni, Sylvia	9/15/2014	Lesson Plans, Lab Schedule, Formal and Informal Feedback from Observations, Interactive Journal entries	5/29/2015 biweekly
G7.B1.S2.MA1	Math Assessments	Everson, Vicki	9/22/2014	Student Achievement Scores	5/29/2015 quarterly
G7.B1.S2.MA1	Vocabulary and Problem Solving Strategies -- Writing to explain in Interactive Math Journals	Everson, Vicki	9/5/2014	Math Journals, Assessments, Artifacts	6/5/2015 weekly
G7.B1.S3.MA1	Administrators will review lesson plans, look at student work and support in-depth analysis of assessment data.	Everson, Vicki	9/15/2014	Interactive Journals, lesson plans, observations feedback forms, assessment data.	5/15/2015 monthly
G7.B1.S3.MA1	Administrators will monitor lesson plans, student work samples and assessment data.	Everson, Vicki	9/15/2014	Lesson plans, interactive journals, assessment data, and i_ready Math reports.	5/15/2015 weekly
G8.MA1	Consistent science instruction with labs; experiential teaching and learning, projects based learning.	Ajluni, Sylvia	9/15/2014	Student Work, Formal and Informal Assessment Data, Lesson Plans	6/5/2015 biweekly
G8.B1.S1.MA1	Formative and Summative Assessment Data, Science Journals	Ajluni, Sylvia	9/15/2014	Interactive Science Journal entries, CGA data	6/5/2015 monthly
G8.B1.S1.MA1	PLC minutes and strategies developed at each grade level, Science Lab Schedule, Observations to monitor for implementation, lesson plans. aligned with District Curriculum Guides,	Ajluni, Sylvia	9/1/2014	Student work samples, lesson plans, Interactive Science Journal	6/5/2015 biweekly
G8.B1.S2.MA1	[no content entered]	Ajluni, Sylvia	8/18/2014	Observations, Lesson Plans, Review of Lab Assignments	6/5/2015 one-time
G9.MA1	Volunteerism	Keith, Eliese	9/2/2014	Monthly Volunteer Logs, End of Year Reports	6/5/2015 one-time
G9.B1.S1.MA1	Volunteerism	Everson, Vicki	5/29/2015	Volunteer Logs	5/29/2015 one-time
G9.B1.S1.MA1	Volunteer Opportunities and Volunteer Logs	Everson, Vicki	8/18/2014	Volunteer Logs	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G10.MA1	Progress towards improving attendance of all students and reducing the amount of excessive absences throughout the school year.	Ajluni, Sylvia	8/18/2014	End of nine weeks Awards Ceremony, Attendance Reports, Oncourse Attendance Records	6/5/2015 quarterly
G10.B1.S1.MA1	Monitoring of the effectiveness of incentives in place to improve the overall attendance of all students. Review attendance data.	Ajluni, Sylvia	8/18/2014	Report Cards, Monthly Daily Attendance Reports, Teacher's Attendance Records	6/5/2015 monthly
G10.B1.S1.MA1	Fidelity of the implementation of Awards Ceremonies and recognitions to improve attendance of all students will be monitored for fidelity.	Ajluni, Sylvia	8/18/2014	Feedback from parents, Monitoring of Attendance Reports, Truancy and Guidance Reports	6/5/2015 monthly
G10.B2.S1.MA1	Monitoring of the effectiveness of the systems in place to reduce the number of behavior referrals		Discipline Records and administrative reports of discipline referrals	once	
G10.B2.S1.MA1	Monitoring the fidelity of the implementation of incentives to reduce the number of students with behavior referrals		Discipline Reports and administrative records of behavior referrals	once	

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. Ensure the overall level of safety in the school by increasing the number of Code Yellow and Code Red drills that students practice. Teachers and staff will become familiar with and practice Emergency Management Team responsibilities in order to be prepared for and handle all emergency situations.

G1.B1 Opportunity to train all personnel about roles and responsibilities at the same time.

G1.B1.S1 Early Dismissal for faculty, before school and/or after school for paraprofessionals, office staff and custodians.

PD Opportunity 1

Calendar the training sessions

Facilitator

Assistant Principal

Participants

All faculty, staff, custodians and paraprofessionals.

Schedule

On 9/30/2014

G2. Increase student achievement levels for Bottom Quartile students by implementing data driven, differentiated centers and small group lessons with regular progress monitoring to assess mastery of student objectives; with an increased focus on the Pillars of Excellent Instruction - Students working on appropriately rigorous content, students taking ownership for their learning, students demonstrating their understanding, and students fully engaged in the lesson.

G2.B1 Two novice ELA Teachers in 3rd grade.

G2.B1.S1 School Reading Coach, Administrators, District Reading Coach, Mentor, Grade Level Teachers, and PDF will provide diverse levels of support for the novice teachers. Observations with feedback, opportunities to observe others, lesson plan development, common planning time, co-teaching, and modeling will be used.

PD Opportunity 1

Formal and informal observations will be conducted to provide feedback on instructional practices.

Facilitator

Reading Coach, Principal, Assistant Principal, Mentor

Participants

Third Grade ELA Teachers

Schedule

Biweekly, from 8/11/2014 to 5/22/2015

PD Opportunity 2

Common planning time will be used to help teachers understand the standards and develop lesson plans that are fully aligned with the standards.

Facilitator

Linda Coleman, S.R. Ajluni, District Reading Specialist

Participants

3rd grade ELA teachers

Schedule

Weekly, from 8/18/2014 to 6/1/2015

G2.B1.S2 Common Planning time to discuss standards and effective instructional strategies

PD Opportunity 1

Provide common planning time for teachers to understand the standards and design effective lessons.

Facilitator

Reading Coach, grade level team, Principal, assistant principal,

Participants

ELA teachers

Schedule

Weekly, from 8/11/2014 to 2/27/2015

G2.B2 New Florida Standards Instruction to align with Florida Assessment Item Specifications.

G2.B2.S1 Provide ongoing professional development to unpack the standards and align instruction to the test specifications by embedding complexity in daily lessons and activities.

PD Opportunity 1

During Common Planning time, teacher will unpack the standards, have collegial conversations about performance tasks and assessments, then plan instructional strategies to address what students need to know and be able to do.

Facilitator

Linda Coleman, District Literacy Specialist, Administrators

Participants

ELA Teachers

Schedule

Weekly, from 8/18/2014 to 6/1/2015

G3. In grades 3-5. 55% of students will achieve grade level proficiency through the implementation of strong core instruction based on the Pillars of Excellent Instruction focusing on students working on appropriately rigorous content, students taking ownership for their learning, students demonstrating understanding, students fully engaged in the work of the lesson, as well as the Gradual Release of Responsibility Instructional Delivery Model and differentiated instruction to reach all learners.

G3.B1 New Florida Assessment criteria and understanding of test specifications

G3.B1.S1 Academic Coaches will conduct grade level meetings to support planning and embed test specification criteria into daily instructional practices and performance tasks to include the most rigorous aspect of the standards.

PD Opportunity 1

Academic coach and administrators will facilitate Common Planning sessions focused developing a thorough understanding on the New Florida language Arts Standards to design performance assessments and instruction aligned with Florida State Assessment (FSA) expectations for what students need to know and be able to do.

Facilitator

Linda Coleman, Principal, Assistant principal, District literacy Specialist.

Participants

ELA Teachers

Schedule

Weekly, from 8/18/2014 to 5/1/2015

G3.B2 Differentiation Strategies

G3.B2.S1 Data Driven Assignments for Diagnostic and Prescriptive Instruction during RTI and the extended learning hour.

PD Opportunity 1

RTI and Data Analysis Professional Development -- Focus on 10-5-5 (Top Ten, Bubble and BQ Students) Differentiation strategies to address Zone of Proximal Development and move students to proficiency and beyond.

Facilitator

Guidance Counselor, Lead ESE teacher and Chair of RTI Team, School Psychologist, Reading Coach, and Administrators

Participants

All Teachers

Schedule

Monthly, from 9/15/2014 to 5/1/2015

PD Opportunity 2

Professional Development on Differentiated Center Rotations based on data for individuals or groups of students.

Facilitator

Linda Coleman, District Literacy Specialist and Administrators

Participants

All ELA Teachers

Schedule

Monthly, from 9/22/2014 to 5/1/2015

G4. Increase student achievement and proficiency in writing for grades K-5 by using State rubrics and the steps of the writing process to create well written published pieces in response to text and based on various genres of writing.

G4.B1 New Florida writing rubrics and assessment expectations.

G4.B1.S3 Students will write essays on computer using ACHIEVE 3000 and Write to Learn.

PD Opportunity 1

Students will use ACHIEVE 3000 program to respond to text.

Facilitator

ACHIEVE 3000 Representative

Participants

3rd, 4th and 5th grade teachers

Schedule

Weekly, from 9/15/2014 to 5/1/2015

PD Opportunity 2

Fifth grade students will use the Write to Learn computer program to write essays about text and citing evidence from text.

Facilitator

Linda Coleman, Academic Coach; District ELA Specialist

Participants

5th Grade ELA Teachers

Schedule

Weekly, from 10/1/2014 to 5/1/2015

G5. Increase student achievement levels in math of all students by using current data to drive instruction and create data based centers. The students will write to explain strategies that were used and will gain an understanding of math through conceptual teaching. This includes AMO --Econ. Disadv., Black and SWD sub-groups.

G5.B1 Teacher efficacy with conceptual teaching.

G5.B1.S1 Professional Development and Common Planning to support effective practices for Conceptual Teaching.

PD Opportunity 1

In-depth unwrapping and analysis of the Common Core Standards and Test Specifications to develop lesson plans for conceptual teaching of mathematics to promote critical thinking and problem solving.

Facilitator

District and School-based Math Coaches

Participants

All Math Teachers

Schedule

Weekly, from 9/22/2014 to 5/29/2015

G6. Support strong data analysis to Increase the number of lowest quartile students in grades 3-5 who make adequate learning gains by implementing targeted daily RTI , differentiated centers, guided math groups, and explicit instruction.

G6.B1 Knowledge of developing rigorous differentiated centers and using differentiation strategies

G6.B1.S1 Professional Development on ways to differentiate instruction to meet the needs of all learners

PD Opportunity 1

Professional Development on ways to differentiate instruction to meet the needs of all learners.

Facilitator

Coaches, Administrators

Participants

Math Teachers

Schedule

Biweekly, from 9/28/2014 to 5/29/2015

G6.B1.S2 Teacher collaboration during common planning to develop differentiated centers and discuss complexity levels of the activities.

PD Opportunity 1

Teacher collaboration during common planning on differentiation

Facilitator

Coaches and Administrators

Participants

Grade level team members

Schedule

Monthly, from 9/5/2014 to 5/29/2015

G6.B2 Teacher proficiency with effective intervention strategies to support the struggling learner -- by scaffolding learning to take students from the concrete to the abstract.

G6.B2.S1 Collaborative Coaching Cycle : Articles: Math Intervention Strategies: Suggestions for Struggling Learners

PD Opportunity 1

Collaborative Coaching Cycle: Math Intervention Strategies: Suggestions for Struggling Learners

Facilitator

Math Coaches

Participants

All Math Teachers

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

G7. Increase the number of students in grade 3-5 who reach proficiency in math based on the Florida Standards Assessment by effectively utilizing explicit instruction and the Gradual Release Instructional Model.

G7.B1 Some students lack foundational skills and concept development in math

G7.B1.S2 Develop vocabulary in context of story problems using Problem Solving Strategies and incorporate writing to explain answers in math.

PD Opportunity 1

Observations of Development of math vocabulary and incorporation of writing

Facilitator

School and/or District math coach

Participants

All math teachers

Schedule

Weekly, from 9/22/2014 to 5/22/2015

G7.B1.S3 Common Planning time will be used to "unwrap" the standards and gain an in-depth understanding of the assessment criteria and item specs in order to align instruction with the highest expectations of the standards.

PD Opportunity 1

Common Planning time will be used to support teacher's comfort with the expectations set forth in the new Florida Standards and assessments. Using the student work protocol to align student activities with the standards.

Facilitator

Katie Couch, District Math Specialist, Principal, Assistant Principal

Participants

All math teachers

Schedule

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

G7.B3 Teacher proficiency with the new standards, Florida State Assessments and Item Specs.

G7.B3.S1 Teachers will unpack the standards, analyze data and develop strategic lessons to support student achievement with science concepts.

PD Opportunity 1

Facilitate Common Planning for novice teachers in fifth grade by looking test item specifications, the curriculum guides and data on baseline assessments.

Facilitator

District Science Specialist

Participants

5th Grade Science Teachers

Schedule

Monthly, from 9/15/2014 to 5/29/2015

G8. In Grade 5, increase the number of students reaching proficiency in Science by providing rigorous teacher led instruction that incorporates the Pillars of Excellence in Science and effective reading strategies. Students will work on hands-on lab experiences using the scientific process and writing to explain daily through daily journals.

G8.B1 Teacher's deep knowledge of content in science and knowledge of effectively incorporating experiments using the steps of the scientific process.

G8.B1.S1 Implementation of a Vertical Learning Community professional reading to support the Scientific Process and collaborate on research that involves scientific experiments and projects based learning.

PD Opportunity 1

Review VLC Meeting Agenda with Chair and follow up on meeting notes

Facilitator

Science VLC Chair, Administration

Participants

VLC

Schedule

Biweekly, from 9/10/2014 to 6/5/2015

G8.B1.S2 Provide teachers with professional development and developing rigorous science lessons and common planning time to develop plans and activities to increase student understanding of concepts.

PD Opportunity 1

Professional Development through Common Planning with Science Specialist, Administration, Coaches

Facilitator

Administrators, coaches, and Specialist

Participants

5th Grade Team

Schedule

On 6/5/2015

G9. To get parents directly involved in the education process by increasing the total number of volunteer hours with a focus on increasing the number of male volunteers.

G9.B1 Working Parents

G9.B1.S1 Provide training for parents on ways they can volunteer and provide multiple opportunities for volunteerism to accommodate working parents.

PD Opportunity 1

Volunteer Breakfast reviewing the variety of opportunities to volunteer. Creating specific opportunities for male volunteers.

Facilitator

S. Renda Ajluni, Principal

Participants

Interested Parents

Schedule

Technical Assistance Items

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