

Martin Luther King, Jr Elementary School



2014-15 School Improvement Plan

Martin Luther King, Jr Elementary School

8801 LAKE PLACID DR E, Jacksonville, FL 32208

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
79%

Alternative/ESE Center
No

Charter School
No

Minority
99%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Martin Luther King Jr. F.A.M.E. Academy will provide a quality education stimulating to all, and supported by diverse learning opportunities every day.

Provide the school's vision statement

At Martin Luther King Jr. F.A.M.E Academy students will become life-long learners with unlimited boundaries.

School Environment

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

At Martin Luther King Jr. F.A.M.E. Academy teachers survey the parents and students to gain insight on their backgrounds, their likes, and hobbies they enjoy. Teachers take a tour of the neighborhoods that the students come from in order to gain insight on their community.

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

Martin Luther King Jr. F.A.M.E. Academy creates a safe and respected learning environment by incorporating positive behavior management strategies school-wide. Students have the opportunity of being recognized from all faculty and staff in the building. When students are caught exhibiting positive behaviors they receive a positive referral. Positive referrals are announced daily on the morning announcement and students receive a bag of treats. Students can also earn "Take Flight Eagles" for their class when the entire class is recognized for exhibiting positive behaviors. The class with most "take flight eagles" is awarded a class party. Students also have an opportunity to shop at the "eagle store" every nine weeks for having good conduct and exhibiting the character traits. As stated on the Gallup survey the students feel safe and respected by all faculty.

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

Martin Luther King Jr. F.A.M.E Academy utilizes the CHAMPs and PBIS (Positive Behavioral Interventions and Support) behavior management system school-wide. CHAMPs is used in the classroom and the common areas throughout the school. one strategy utilized through our PBIS system students can earn points/clips throughout the day for exhibiting positive behaviors. When students do not follow the school rules they can lose their points/clips. The points/clips represents the student's daily conduct grade. Training was provided on the school-wide behavioral expectations and procedures to all faculty during pre-planning. Parents are notified of the expectations in the parent handbook distributed during the first week of school. Students consequences are consistent and fair throughout the school: parent contact, meeting with guidance counselor, behavior contract, parent-teacher conference, and then disciplinary referral.

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

At Martin Luther King Jr. F.A.M.E. Academy our goal is to meet the needs of the whole child. Our guidance counselor provides monthly character trait lessons through the Ready for Learn program. The school has a partnership with Ribault Full Service Schools, the Big Brother and Big Sister Program, and the 100 Black Men mentor a couple of our boys bi-weekly. Teachers also teach the second-step curriculum to ensure students are exposed to lessons in treating each other fairly.

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 available at the school site.

Description

Parental involvement is vital to student achievement. Parent Professional development opportunities will be offered twice a month. We would like 25% of our parents to take part in these offerings. We will hold parent conferences the 1st and 3rd nine weeks and we would like 90% of our parents to attend. at programs where students have the opportunity to highlight their talents is also key. We would like 80% participation from our parents.

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

Martin Luther King Jr. F.A.M.E. Academy sustains partnerships with the local community with the support of our volunteer liaison. Our volunteer liaison works to build and sustain partnerships by visiting local businesses, sending out letters, and applying for local grants. The community and partners are invited to our monthly School Advisory Council meetings to hear about student achievement and offer support in moving our to higher levels of student achievement.

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
Brown, Kimberly	Principal
Glover, Candice	Assistant Principal
Jackson, Nikki	Instructional Coach
Highsmith, Delena	Instructional Coach
Guns, Melissa	Teacher, PreK
Horkan, Emily	Teacher, K-12
King, Teresa	Teacher, K-12
Valentini, Samantha	Teacher, K-12
Murphy, Titoya	Teacher, K-12
Sickles, Ronald	Teacher, K-12
Speights, Patricia	Teacher, ESE
Levine, Kathy	Instructional Media
Yon, Patricia	Guidance Counselor
Anderson, Teia	Instructional Coach

Duties

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

- Administrators (Kimberly Brown & Candice Glover): Provides a common vision for the use of data-based decision-making; ensures that the grade levels chairs are updated on the weekly expectations; Monitors student work using the Equip Protocol (Student Work Protocol); analyzing and disaggregating student data; makes school -based decisions based on the data and feedback from grade level chairs
- Academic Coaches (Anderson, Jackson, and Highsmith): Develops, leads, and evaluates school core content standards/programs; reviews and provides support with the curriculum guides; analyzingf and disaggregating student data; proves research-based interventions to teachers for student achievement.
- School Counselor (Yon): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; provides group and individual student interventions; and conducts direct observation of student behavior.
- General Education Teachers (Grade Level Chairs) : Provides information about core instruction; participates in student data collection.
- Special Education Teacher (Speights): Participates in student data collection; assists in determination for further assessment; collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation; provides updates on student achievement.
- Resource Teacher (Levine): Provides information on resource support with student achievement; ensures that students participate in the arts program to enhance achievement; shares concerns with scheduling conflicts.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The School Improvement Plan becomes the guiding document for the work of the school. The School's Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The School's Leadership Team finalizes the plan. The School's Leadership Team will regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school utilizes data to inform instruction and make mid-course adjustments as data are analyzed.

Title I, Part A

Services are provided to ensure students receive additional remediation through after-school programs and/or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. The Summer Academy is funded through this source which extends students learning opportunities.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. The District purchased I-Ready and Achieve 3000 licenses to integrate with instruction. In addition, professional development for I-Ready and Achieve 3000 will be provided.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the Ribault Full Service Program and United Way to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 and Level 2 students, SAI funds will be used to pay for teacher salaries for Saturday School and/or Part-Time Reading Interventionists.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Bradford Hall	Business/Community
Kimberly Brown	Principal
Lizzie Peeples	Teacher
Collana Underwood	Parent
Keneshia Swangin	Education Support Employee
Jessica Frazier	Parent
Shevonica Howell	Business/Community
Nicole Johnson	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The newly appointed SAC committee will review the 2013-2014 school improvement plan to determine its effect on student achievement. Each member will be given a copy of the plan and the report card. Discussions will be held to analyze strategies and determine which strategies lead to improvements and which had no effect on changing student achievement.

Development of this school improvement plan

The SAC submits additional strategies and resources to enhance student achievement. The principal reviews data with the SAC team monthly in order to continuously update the school improvement plan based on student needs.

Preparation of the school's annual budget and plan

The annual budget guidelines and allocated funds are shared with the SAC committee during the budget process. The SAC committee votes on positions and resources they fill will have the greatest impact on student achievement. The SAC committee's vote is shared during the shared governance meeting and all votes are taken in consideration when preparing the final budget.

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

School Improvement funds are utilized to provide supplemental materials to the school. After data is reviewed materials are selected based on the needs of the students. Funds are appropriated towards the strategies identified in the school improvement plan.

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
Brown, Kimberly	Principal
Jackson, Nikki	Instructional Coach
Highsmith, Delena	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Our reading proficiency target for this school year is 40%. We will increase our learning gains from 48% to 60%. Our students in the bottom quartile will increase gains from 65% to 75%. The strategies that we will incorporate include: Six Essential Comprehension Strategies, Achieve 3000, Implementing text complexity and closed reading, Direct Instruction in Kindergarten, First and Second grade, Teaching students how to utilize the text to cite evidence, Florida Continuous Improvement Model, Team Up, Coaching and modeling support, Million Word Reading Count, and a book study around text complexity and Rigor.

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

Bi-weekly Professional Development is held on Wednesdays to support teachers with curriculum mapping, analyzing data, and lesson planning. Instructional Rounding is used to focus observations on teacher behaviors that lead to increased student achievement. Student work is examined using learning protocols. The Instructional Coaches and Administration work with grade levels in specific content areas.

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

1. Mentor Monthly Meetings on Mondays are held with the Novice Teacher, Mentor, Administrator, and PDF. Strategies are provided to help show competency in the Florida Educator Accomplished Practices
2. Bi-weekly Professional Development is held on Wednesdays to support teachers with curriculum mapping, analyzing data, and looking at student work. The Instructional Coaches and Administration work with grade levels in specific content areas.
3. Teacher Mentoring Program assigns a highly qualified mentor to work with a beginning teacher throughout the school year. Mentors support the teachers with classroom management, lesson planning and delivery, and any other areas of need.
4. Teach For America Support Staff visits core members on a weekly basis. Providing specific feedback to classroom observations.

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

AT Martin Luther King Jr. F.A.M.E. Academy we work diligently to retain and recruit the best teachers. When teachers are recruited that are placed immediately matched with a mentor teacher who has been CET trained, rated effective or highly effective, and one who has proven data results. The mentee is provided intensive support with:

- CHAMPs system to assist with classroom management.
- Mentor observation cycles in which new teachers receive formative feedback and targeted coaching from mentor.
- New teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
- MINT Monday learning sessions that focus on identified areas of need from CAST evaluation and checklist to monitor progress for certification process.
- Collaborative learning groups, data chats, WOW Wednesday, Instructional Rounding, provide additional layers of support and learning opportunities.
- Lesson plan support for diverse learners, shadow and observe teachers.
- Analysis of student work to inform instruction.

Currently the following teachers are paired

Amanda Paizs Wharton - Sabreen Brown Murray

Nikki Jackson- Colleen Smith

Teia Anderson- Melissa Mann and Jerri Brown

Delena Highsmith- Savannah. Fraid

Dwyane Kohn- Ronald Sickles

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

Teachers are provided Bi-Weekly professional development with an Academic Coach. During this Professional Development teachers and Academic Coaches utilize the Equip Protocol to examine student work. The data is then used to assist teachers in the area of unpacking standards, analyzing curriculum materials/resources and planning appropriate lessons. Content area teachers and grade levels support review of curriculum materials through weekly common planning meetings.

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

At Martin Luther King Jr. F.A.M.E. Academy data is used to strategically plan lessons that meet the needs of the students. After data is analyzed and disaggregated by teachers support is provided by the academic coaches and administration on developing effective lessons and differentiated center rotations. Students receive prescriptive folders (folders that specifically made to provide skill practice on student areas of deficiency) and daily teacher led group instruction is provided to ensure student growth. Achieve 3000 and I-Ready computer based programs are geared towards the independent levels of students.

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: 10,800

Team Up after school program allows for an additional push-in support during our additional hour of school. Half of the classes have an additional adult in the room to provide small group support in reading. Students receive additional instruction in reading. Students also spend time on completing home learning activities that support the objectives for the day. There are a total of 190 students in K- 5 being served.

Strategy Rationale

Students will receive additional remediation in reading, concentration on responding to literature by citing evidence in text and embedding writing in all content areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brown, Kimberly, brownk1@duvalschools.org

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

Data is collected from the weekly/ bi-weekly mini assessments. Teachers adjust home learning activities based on student data. The home learning activities are reviewed during the after school program.

Strategy: Extended School Day

Minutes added to school year: 10,800

Power Hour is the additional hour of the school day to be utilized to increase student proficiency in Reading and Writing. All students have been assessed to identify level of proficiency and placed in a program to address their deficiencies. The programs to be utilized are Achieve 3000 and Write to Learn (3-5), Curriculum Guide Standards (K-2).

Strategy Rationale

Students will receive additional remediation in reading, and science with a concentration on responding to literature by citing evidence in text and embedding writing in content areas. This is accomplished through analyzing science data, identifying standards of weakness and assigning those topics as informational text in Achieve 3000. By doing this students are receiving the remediation they need in science and the skills needed for reading and writing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brown, Kimberly, brownk1@duvalschools.org

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

Mini assessment from Achieve 3000, Write to Learn and CGA data.

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 Martin L. King, Jr. Elementary F.A.M.E. Academy, we have two Pre-Kindergarten classes which increase the transitional learning at the school base level. All incoming Kindergarten students are assessed upon entering school to assist in differentiated instruction, as well as intervention strategies and programs. All students are assessed using FLKRS/Echos, IReady, Direct Instruction Placement Test, and Curriculum Guide Assessments.

Screening data will be collected and disaggregated by October 2014. Data will be used to plan daily instruction for all students; including those who may need intervention beyond core instruction.

Teachers will provide differentiated instruction in small groups in order to meet students' needs.

Instruction will include modeling, guided practice, and independent practice of all areas identified by screening data.

After data is gathered and analyzed, teachers will group students according to areas of non proficiency.. Teachers will provide remediation based on identified skills and standards.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and instructional needs.

Incorporate an Adopt a Day-Care program where we invite the owners of local Day Care businesses to participate in hands-on instructional activities. This will bring awareness of Kindergarten expectations.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student proficiency by embedding writing throughout all content areas. Students will have daily exposure to open ended questions, responding to literature, and citing evidence.
- G2.** Increase student achievement by utilizing interactive journals in all content areas with fidelity through strategic collegial collaboration during common planning
- G3.** Increase student proficiency through effective, research-based, data driven instruction daily
- G4.** Increase student reading comprehension skills and strategies through the use of guided and differentiated instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student proficiency by embedding writing throughout all content areas. Students will have daily exposure to open ended questions, responding to literature, and citing evidence. 1a

G041903

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	40.0
FSA - Mathematics - Proficiency Rate	55.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- District Specialist
- School-Based Coaches
- Use rubric created by state to analyze student writing pieces
- Curriculum Guide
- Write to Learn
- Achieve 3000

Targeted Barriers to Achieving the Goal 3

- Teacher understanding content and pedagogy.

Plan to Monitor Progress Toward G1. 8

Monitor Student assessment data

Person Responsible

Nikki Jackson

Schedule

On 6/8/2015

Evidence of Completion

Increase in student achievement (proficiency levels)

G2. Increase student achievement by utilizing interactive journals in all content areas with fidelity through strategic collegial collaboration during common planning 1a

 G041904

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	40.0
FSA - Mathematics - Proficiency Rate	55.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- District Coaches
- School Based Coaches
- Interactive Journals
- Curriculum Guide
- Direct Instruction

Targeted Barriers to Achieving the Goal 3

- Teacher understanding how to use interactive journal as an instructional tool.

Plan to Monitor Progress Toward G2. 8

Monitor Curriculum Guide Assessments
 Common Planning Meeting
 Interactive Journals

Person Responsible

Candice Glover

Schedule

Evidence of Completion

Student increase achievement levels

G3. Increase student proficiency through effective, research-based, data driven instruction daily 1a

G041905

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	40.0
FSA - Mathematics - Proficiency Rate	55.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- District Specialist in all content areas
- Reading and Math School-based Coaches
- Curriculum Guides
- Florida Standards - Unpacking Standards
- Item Specifications

Targeted Barriers to Achieving the Goal 3

- Lack of content knowledge`with new Florida standards.

Plan to Monitor Progress Toward G3. 8

Curriculum Guide Assessments
Lesson Plans
I Ready
Achieve 3000
Write to Learn
Student and Teacher Data Notebook

Person Responsible

Kimberly Brown

Schedule

Weekly, from 9/15/2014 to 6/8/2015

Evidence of Completion

Updated Teacher Action Plans Teacher Data Notebook Student Data Notebook Increase in student achievement levels

G4. Increase student reading comprehension skills and strategies through the use of guided and differentiated instruction in all content areas. 1a

G041906

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	40.0
FSA - Mathematics - Proficiency Rate	55.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- District Reading Coaches
- School-Based Coaches
- Professional Learning Community (researched based books and article studies)

Targeted Barriers to Achieving the Goal 3

- Students reading below grade level expectations
- Students lack of critical thinking skills
- Students exposure to Vocabulary

Plan to Monitor Progress Toward G4. 8

Curriculum Guide Assessments
FCIM Assessments
DAR

Person Responsible

Schedule

Evidence of Completion

Increased student reading achievement level

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase student proficiency by embedding writing throughout all content areas. Students will have daily exposure to open ended questions, responding to literature, and citing evidence. **1**

 G041903

G1.B1 Teacher understanding content and pedagogy. **2**

 B101889

G1.B1.S1 Teachers will participate in a school wide district training on embedding writing in all content areas utilizing rubrics. **4**

 S113073

Strategy Rationale

Embedding writing in all content areas teachers need assistance with content on writing, writing instruction, and how to utilize rubrics effectively.

Action Step 1 **5**

Teachers will participate in professional development given by district specialist on implementing writing throughout all content areas.

Person Responsible

Nikki Jackson

Schedule

On 6/8/2015

Evidence of Completion

Lesson Plans Teacher Artifacts Writing prompt grades by utilization of rubrics. Write to Learn data

Action Step 2 5

Teachers will utilize rubrics.

Person Responsible

Nikki Jackson

Schedule

On 6/8/2015

Evidence of Completion

Writing prompts from Achieve 3000 Writing prompts from Write to Learn

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

Administration and Instructional Coaches will monitor student accountable talk and their ability to engage in rigorous questioning

Person Responsible

Kimberly Brown

Schedule

On 6/8/2015

Evidence of Completion

Data from mock district writing prompt Data from Write to Learn Data from Achieve 3000

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

Instructional Rounding
Lesson Plans
Classroom Walkthroughs

Person Responsible

Kimberly Brown

Schedule

On 6/8/2015


Evidence of Completion

Data from Achieve 3000 2015 FSA Data from Write to Learn

G2. Increase student achievement by utilizing interactive journals in all content areas with fidelity through strategic collegial collaboration during common planning **1**

 G041904

G2.B1 Teacher understanding how to use interactive journal as an instructional tool. **2**

 B101890

G2.B1.S1 Examining interactive journals through student protocol. **4**

 S113075

Strategy Rationale

using student protocol teacher focus will be based on student work and insuring that it is aligned to the standard and have the rigor and complexity needed to be proficient.

Action Step 1 **5**

Teachers will provide support to students using research based interventions provided by the district which include: Direct Instruction, IReady, Achieve 3000, Write to Learn, and Gizmos,

Person Responsible

Kimberly Brown

Schedule

Weekly, from 9/15/2014 to 6/8/2015

Evidence of Completion

Interactive Journals

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

Teachers and Instructional Support Team will analyze interactive journals utilizing student protocol rubric.

Person Responsible

Kimberly Brown

Schedule

Weekly, from 9/15/2014 to 6/8/2015

Evidence of Completion

Interactive Journals

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

Formal and Informal Observations
Common Planning Agenda and Minutes
Student Protocol Forms
Interactive Journals

Person Responsible

Candice Glover

Schedule

On 6/8/2015

Evidence of Completion

Common Planning Agenda and Minutes Student Protocol Forms Interactive Journals

G3. Increase student proficiency through effective, research-based, data driven instruction daily 1

 G041905

G3.B1 Lack of content knowledge`with new Florida standards. 2

 B101891

G3.B1.S1 Teachers will participate in weekly common planning with district specialist and school based coaches on improving teaching pedagogy. 4

 S113076

Strategy Rationale

Action Step 1 5

Teachers participate in ongoing professional development to improve teaching pedagogy

Person Responsible

Kimberly Brown

Schedule

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

Evidence of Completion

Common planning agendas Common Planning Minutes Teacher exit tickets Student Work Samples

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

Teachers participate in Professional Development to understand how to effectively utilize curriculum guides, item specifications, and standards.

Person Responsible

Schedule

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

Evidence of Completion

Common Planning Template Lesson Plans Informal and formal observations Classroom Walkthroughs

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

Common Planning Time Meetings
Informal/Formal Observations
Classroom Walkthroughs
Quarterly Data Chats

Person Responsible

Schedule

Evidence of Completion

Coaches Logs Common Planning Template Notes CAST Observations Teacher Data Notebooks

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G3.B1.S3 Teachers will participate in book studies that share researched based strategies on effective instruction of grade appropriate content. 4

 S113078

Strategy Rationale

Action Step 1 5

Teachers participate in professional development opportunities through the implementation of school wide book studies

Person Responsible

Schedule

Evidence of Completion

Classroom Walkthroughs Informal/Formal Observations Teacher Book Study Reflections

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Teachers participate in professional learning communities with a particular piece of text on learning how to effectively teach their content area

Person Responsible

Schedule

Evidence of Completion

Informal and Formal Observations Classroom Walkthroughs Lesson Plans Teacher Reflections (exit tickets)

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Lesson Plans
Informal/Formal Observations
Quarterly Data Chats
Anecdotal Notes

Person Responsible

Schedule

Evidence of Completion

Student work samples Curriculum Guide Assessments FCIM Assessments

G3.B1.S4 Teachers will learn how to effectively unpack standards in order to align standards with curriculum and assessments. 4

 S113079

Strategy Rationale

Action Step 1 5

Teachers will participate in professional development on how to effectively unpack the standards

Person Responsible

Schedule

Evidence of Completion

Common Planning Meeting Notes & Agendas Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Teachers will participate in professional development opportunities to understand how to unpack the standards and plan effective lessons

Person Responsible

Schedule

Evidence of Completion

Lesson Plans Formal/Informal Observations Common Planning Minutes and Notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Lesson Plans
Classroom Walkthroughs
Informal/Formal Observations
Quarterly Data Chats

Person Responsible

Schedule

Evidence of Completion

Curriculum Guide Assessments FCIM Assessments Teacher Reflections (exit tickets)

G4. Increase student reading comprehension skills and strategies through the use of guided and differentiated instruction in all content areas. 1

G041906

G4.B1 Students reading below grade level expectations 2

B101892

G4.B1.S1 Professional development, inquiry, and book studies provided by school based coaches and teacher leaders to facilitate training on research-based strategies to help promote student achievement

4

S113080

Strategy Rationale

Action Step 1 5

Teachers will participate in Professional Learning Communities utilizing a book study on how to effectively teach reading strategies on how to chunk, take marginal notes, and use evidence from text.

Person Responsible

Kimberly Brown

Schedule

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

Evidence of Completion

Common Planning Minutes & Agendas Informal/Formal Observations Student Work Samples

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

Teachers participate in on going professional development to learn effective reading strategies that support struggling readers

Person Responsible

Schedule

Evidence of Completion

Classroom Walkthroughs Informal/Formal Observations Anecdotal Notes Lesson Plans

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

Lesson Plans
Formal/Informal Observations
Quarterly Data Chats
Common Planning Meeting Minutes

Person Responsible

Schedule

Evidence of Completion

Curriculum Guide Assessments FCIM Assessments

G4.B1.S2 Varying Exceptional Support Facilitation, Teachers, and Co-teachers will work with small groups of students providing them with small chunks of work at a time. They will also provide students multiple opportunities to practice foundation skills by utilizing guided and differentiated instruction. 4

 S113081

Strategy Rationale

Action Step 1 5

Provide multiple opportunities to practice foundation skills daily during guided and differentiated groups.

Person Responsible

Schedule

Evidence of Completion

Formal/Informal Observations Lesson Plans Anecdotal notes from conferencing

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

Teachers will provide multiple opportunities to practice foundation skills during daily guided and differentiated groups.

Person Responsible

Schedule

Evidence of Completion

Lesson Plans Informa/Formal Observations

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

Lesson Plans
Formal/Informal Observations
Quarterly Data Chats
Common Planning Minutes


Person Responsible

Schedule

Evidence of Completion

Students will increase reading achievement levels

G4.B2 Students lack of critical thinking skills 2

 B101893

G4.B2.S1 Teachers will participate in a book study on Better Learning through Structured Teaching (Gradual Release Model) 4

 S113082

Strategy Rationale

Action Step 1 5

Participate in professional development on how to implement the gradual release model in order to enhance student critical thinking skills.

Person Responsible

Schedule

Evidence of Completion

Lesson Plans Student work samples Interactive Journals

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Participate in professional development on how to effectively implement the gradual release model in order to enhance student critical thinking skills.

Person Responsible

Schedule

Evidence of Completion

Classroom Walkthroughs Informal/Formal Observations Teacher Reflections (exit tickets)

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Lesson Plans
Formal/Informal Observations
Quarterly Data Chats
Common Planning Minutes


Person Responsible

Schedule


Evidence of Completion

Curriculum Guide Assessments FCIM Assessments

G4.B3 Students exposure to Vocabulary 2

 B101894

G4.B3.S1 Teachers will read aloud stories throughout all content areas while effectively modeling think alouds in order to expose students to vocabulary 4

 S113083

Strategy Rationale

Action Step 1 5

Teachers will plan and implement daily read alouds in order to expose students to unfamiliar vocabulary utilizing interactive word walls.

Person Responsible

Schedule

Evidence of Completion

Lesson Plans Interactive Word Wall Student Work Samples

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Teachers will implement vocabulary strategies throughout daily read alouds in order to enhance student vocabulary skills

Person Responsible

Schedule

Evidence of Completion

Student Interactive Journals Informal/Formal Observations Classroom Walkthroughs

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Lesson Plans
 Quarterly Data Chats
 Formal/Informal Observations

Person Responsible

Schedule

Evidence of Completion

Curriculum Guide Assessments FCIM Assessments

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will participate in professional development given by district specialist on implementing writing throughout all content areas.	Jackson, Nikki	10/6/2014	Lesson Plans Teacher Artifacts Writing prompt grades by utilization of rubrics. Write to Learn data	6/8/2015 one-time
G2.B1.S1.A1	Teachers will provide support to students using research based interventions provided by the district which include: Direct Instruction, IReady, Achieve 3000, Write to Learn, and Gizmos,	Brown, Kimberly	9/15/2014	Interactive Journals	6/8/2015 weekly
G3.B1.S1.A1	Teachers participate in ongoing professional development to improve teaching pedagogy	Brown, Kimberly	9/8/2014	Common planning agendas Common Planning Minutes Teacher exit tickets Student Work Samples	6/8/2015 weekly
G3.B1.S3.A1	Teachers participate in professional development opportunities through the implementation of school wide book studies		Classroom Walkthroughs Informal/ Formal Observations Teacher Book Study Reflections	once	
G3.B1.S4.A1	Teachers will participate in professional development on how to effectively unpack the standards		Common Planning Meeting Notes & Agendas Lesson Plans	once	
G4.B1.S1.A1	Teachers will participate in Professional Learning Communities utilizing a book study on how to effectively teach reading strategies on how to chunk, take marginal notes, and use evidence from text.	Brown, Kimberly	9/8/2014	Common Planning Minutes & Agendas Informal/Formal Observations Student Work Samples	6/8/2015 weekly
G4.B1.S2.A1	Provide multiple opportunities to practice foundation skills daily during guided and differentiated groups.		Formal/ Informal Observations Lesson Plans	once	

Duval - 2201 - Martin Luther King, Jr Elementary School - 2014-15 SIP
Martin Luther King, Jr Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Anecdotal notes from conferencing		
G4.B2.S1.A1	Participate in professional development on how to implement the gradual release model in order to enhance student critical thinking skills.		Lesson Plans Student work samples Interactive Journals	once	
G4.B3.S1.A1	Teachers will plan and implement daily read alouds in order to expose students to unfamiliar vocabulary utilizing interactive word walls.		Lesson Plans Interactive Word Wall Student Work Samples	once	
G1.B1.S1.A2	Teachers will utilize rubrics.	Jackson, Nikki	10/13/2014	Writing prompts from Achieve 3000 Writing prompts from Write to Learn	6/8/2015 one-time
G1.MA1	Monitor Student assessment data	Jackson, Nikki	10/13/2014	Increase in student achievement (proficiency levels)	6/8/2015 one-time
G1.B1.S1.MA1	Instructional Rounding Lesson Plans Classroom Walkthroughs	Brown, Kimberly	10/13/2014	Data from Achieve 3000 2015 FSA Data from Write to Learn	6/8/2015 one-time
G1.B1.S1.MA1	Administration and Instructional Coaches will monitor student accountable talk and their ability to engage in rigorous questioning	Brown, Kimberly	10/13/2014	Data from mock district writing prompt Data from Write to Learn Data from Achieve 3000	6/8/2015 one-time
G2.MA1	Monitor Curriculum Guide Assessments Common Planning Meeting Interactive Journals	Glover, Candice	9/15/2014	Student increase achievement levels	weekly
G2.B1.S1.MA1	Formal and Informal Observations Common Planning Agenda and Minutes Student Protocol Forms Interactive Journals	Glover, Candice	9/15/2014	Common Planning Agenda and Minutes Student Protocol Forms Interactive Journals	6/8/2015 one-time
G2.B1.S1.MA1	Teachers and Instructional Support Team will analyze interactive journals utilizing student protocol rubric.	Brown, Kimberly	9/15/2014	Interactive Journals	6/8/2015 weekly
G3.MA1	Curriculum Guide Assessments Lesson Plans I Ready Achieve 3000 Write to Learn Student and Teacher Data Notebook	Brown, Kimberly	9/15/2014	Updated Teacher Action Plans Teacher Data Notebook Student Data Notebook Increase in student achievement levels	6/8/2015 weekly
G3.B1.S1.MA1	Common Planning Time Meetings Informal/Formal Observations Classroom Walkthroughs Quarterly Data Chats			Coaches Logs Common Planning Template Notes CAST Observations Teacher Data Notebooks	one-time
G3.B1.S1.MA1	Teachers participate in Professional Development to understand how to effectively utilize curriculum guides, item specifications, and standards.		9/8/2014	Common Planning Template Lesson Plans Informal and formal observations Classroom Walkthroughs	6/8/2015 weekly
G3.B1.S2.MA1	[no content entered]			once	
G3.B1.S2.MA1	[no content entered]			once	
G3.B1.S3.MA1	Lesson Plans Informal/Formal Observations Quarterly Data Chats Anecdotal Notes			Student work samples Curriculum Guide Assessments FCIM Assessments	once
G3.B1.S3.MA1	Teachers participate in professional learning communities with a particular			Informal and Formal	once

Duval - 2201 - Martin Luther King, Jr Elementary School - 2014-15 SIP
Martin Luther King, Jr Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	piece of text on learning how to effectively teach their content area		Observations Classroom Walkthroughs Lesson Plans Teacher Reflections (exit tickets)		
G3.B1.S4.MA1	Lesson Plans Classroom Walkthroughs Informal/Formal Observations Quarterly Data Chats		Curriculum Guide Assessments FCIM Assessments Teacher Reflections (exit tickets)	once	
G3.B1.S4.MA1	Teachers will participate in professional development opportunities to understand how to unpack the standards and plan effective lessons		Lesson Plans Formal/ Informal Observations Common Planning Minutes and Notes	once	
G4.MA1	Curriculum Guide Assessments FCIM Assessments DAR		Increased student reading achievement level	once	
G4.B1.S1.MA1	Lesson Plans Formal/Informal Observations Quarterly Data Chats Common Planning Meeting Minutes		Curriculum Guide Assessments FCIM Assessments	once	
G4.B1.S1.MA1	Teachers participate in on going professional development to learn effective reading strategies that support struggling readers		Classroom Walkthroughs Informal/ Formal Observations Anecdotal Notes Lesson Plans	once	
G4.B2.S1.MA1	Lesson Plans Formal/Informal Observations Quarterly Data Chats Common Planning Minutes		Curriculum Guide Assessments FCIM Assessments	once	
G4.B2.S1.MA1	Participate in professional development on how to effectively implement the gradual release model in order to enhance student critical thinking skills.		Classroom Walkthroughs Informal/ Formal Observations Teacher Reflections (exit tickets)	once	
G4.B3.S1.MA1	Lesson Plans Quarterly Data Chats Formal/Informal Observations		Curriculum Guide Assessments FCIM Assessments	once	
G4.B3.S1.MA1	Teachers will implement vocabulary strategies throughout daily read alouds in order to enhance student vocabulary skills		Student Interactive Journals Informal/ Formal	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Observations Classroom Walkthroughs		
G4.B1.S2.MA1	Lesson Plans Formal/Informal Observations Quarterly Data Chats Common Planning Minutes		Students will increase reading achievement levels	once	
G4.B1.S2.MA1	Teachers will provide multiple opportunities to practice foundation skills during daily guided and differentiated groups.		Lesson Plans Informal/ Formal Observations	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. Increase student proficiency by embedding writing throughout all content areas. Students will have daily exposure to open ended questions, responding to literature, and citing evidence.

G1.B1 Teacher understanding content and pedagogy.

G1.B1.S1 Teachers will participate in a school wide district training on embedding writing in all content areas utilizing rubrics.

PD Opportunity 1

Teachers will participate in professional development given by district specialist on implementing writing throughout all content areas.

Facilitator

Nikki Jackson Mary Noll

Participants

Teacher (K-5) Instructional Support Staff

Schedule

On 6/8/2015

G2. Increase student achievement by utilizing interactive journals in all content areas with fidelity through strategic collegial collaboration during common planning

G2.B1 Teacher understanding how to use interactive journal as an instructional tool.

G2.B1.S1 Examining interactive journals through student protocol.

PD Opportunity 1

Teachers will provide support to students using research based interventions provided by the district which include: Direct Instruction, IReady, Achieve 3000, Write to Learn, and Gizmos,

Facilitator

Assistant Principal Instructional Coaches

Participants

Teachers Instructional Support Team

Schedule

Weekly, from 9/15/2014 to 6/8/2015

G3. Increase student proficiency through effective, research-based, data driven instruction daily

G3.B1 Lack of content knowledge`with new Florida standards.

G3.B1.S1 Teachers will participate in weekly common planning with district specialist and school based coaches on improving teaching pedagogy.

PD Opportunity 1

Teachers participate in ongoing professional development to improve teaching pedagogy

Facilitator

Instructional Support Team

Participants

Teachers

Schedule

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

G4. Increase student reading comprehension skills and strategies through the use of guided and differentiated instruction in all content areas.

G4.B1 Students reading below grade level expectations

G4.B1.S1 Professional development, inquiry, and book studies provided by school based coaches and teacher leaders to facilitate training on research-based strategies to help promote student achievement

PD Opportunity 1

Teachers will participate in Professional Learning Communities utilizing a book study on how to effectively teach reading strategies on how to chunk, take marginal notes, and use evidence from text.

Facilitator

Administration and Reading Coach

Participants

Teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0