Westview K 8

2014-15 School Improvement Plan

Westview K 8

5270 CONNIE JEAN RD, Jacksonville, FL 32210

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	69%

Alternative/ESE Center	Charter School	Minority
No	No	66%

School Grades History

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

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

The mission of Westview K-8 is to develop life-long learners using best teaching practices and involving all stakeholders in creating an environmentally conscious community promoting green practices.

Provide the school's vision statement

The vision of Westview K-8 is to create an environmentally responsible and diverse learning community in which all stakeholders effectively collaborate to enhance student achievement and create life-long learners.

School Environment

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

The process by which Westview K-8 learns about students' cultures is embedded into several aspects of the curriculum at the beginning of the school year. Students complete a learning inventory that identifies their learning style, teachers plan getting to me know me and team building activities. Additionally, teachers build relationships with students by sponsoring academic clubs (Scholar Bowl, National Junior Honor Society, and Science Club etc.) and extracurricular activities (Safety Patrols, TV Production, Art Club, Band and chorus etc.)
The Climate Survey is administered to students and teachers annually. The results are analyzed by the Leadership Team and shared with all stakeholders. The faculty and staff analyze questions designed to measure the effectiveness of relationships between teachers and students. Adjustments are made based on the results of Climate Survey and other data sources to improve relationships between teachers and students

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

Westview K-8 has established a Foundation's Team to implement and create a culture to ensure students feel safe before, during and after school. The Foundation's Team is consistently observing common areas before, during and after school to ensure that adequate adult supervision is provided in high traffic areas. Additionally, students are taught procedures for fire drills, code red, reporting bullying incidents, and stranger danger to increase students' awareness for safety. Guidance Counselors provide students with weekly lessons utilizing Learning for Life and Child Safety Matters Curriculum which teaches students about personal safety, character traits and respecting others. Moreover, teachers are utilizing the Second Step Curriculum to decrease the number of Bully incidents that may occur before, during or after school.

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

Westview K-8 is implementing a school wide Positive Behavior Plan to minimize distractions during instructional time. The Positive Behavioral Plan include positive strategies such as Positive Referrals,

In School Suspension Challenge, Quarterly Grade Level Rewards and specific positive reinforcement. Students will participate in quarterly grade level assemblies to review school expectations, Code of Conduct and to celebrate student success for adhering to district and school expectations as outlined in Student Code of Conduct. Additionally, students that continue to receive Code of Conduct violations will participate in Restorative Justice; a form of student led peer mediation to solve conflicts and to develop strategies for students dealing with a variety of conflicts. All teachers implement CHAMPS as a tier 2 strategy to establish clear expectations for students.

The Foundations Team will provide several professional development sessions for all stake holders to provide strategies for implementing the Positive Behavior Plan with fidelity. Also, stakeholders will analyze discipline data monthly during the School Advisory and faculty meetings.

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

Westview K-8 ensures the social-emotional needs of all students are met by implementing several strategies such as Guidance Target Groups, mentoring programs for at risk students, Health Screenings, and Full Service Counseling for students that are eligible to receive free outside counseling services from outside agencies.

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

The Leadership Team monitors the academic, attendance and discipline data of all students. Additionally, the Leadership Team reviews progress reports of all students and meet with all teachers collaboratively. Students that are struggling academically are placed on a Progress Monitoring Plan. The teacher meets with students and parents during a scheduled parent conference to discuss the students' academic progress and to develop a plan to ensure student's success. If the student's academic progress does not improve, the student is referred to the RtI Team to implement interventions as a strategy to improve the student's academic progress.

Moreover, students with more than three discipline referrals may be placed on a behavior contract, receive a mentor, participate in Student Option for Success Program to develop coping strategies. Students that have 3 or more unexcused absences will be placed on attendance contract during a parent conference. Parents will be required to meet monthly with the district and school counselors to monitor students attendance .

The following are additional early warning systems:

Two or more years over age

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	24	18	10	14	17	16	5	5	5	114
One or more suspensions	6	4	27	11	28	95	163	165	96	595
Course failure in ELA or Math	2	1	0	3	1	0	5	0	0	12
Level 1 on statewide assessment	0	0	0	24	31	56	74	66	43	294

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	2	1	13	2	15	30	15	40	40	158

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

The following intervention strategies are implemented by stakeholders to improve the academic performance of students identified by early warning systems:
Elementary Students:
* Students scoring a level 1 on reading state assessments will receive additional reading support utilizing the Barton Curriculum
* Reading Interventionist will provide small struggling students with an additional 30 minutes of reading support
Middle School Students scoring a level 1 on state assessments:
* Level 1in reading : Students are doubled block and scheduled into a Language Arts and reading enrichment class
Level 1 in math: Students are scheduled into an Math Enrichment Course
Students receiving e2 or more suspensions: Students are assigned an in school mentor and placed on a behavioral contract. Students participate in restorative justice: Peer Mediating group.
All students scoring a Level 1 or 2 on state assessments will participate and receive additional reading instruction during the extended school day.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parents are highly encouraged and are presented with several opportunities to become involved in their child's education. All Parental Involvement Targets are aligned with School Improvement Targets in all aspects. All activities are designed to provide parents with extended learning opportunities that would lead to an increase in student achievement.

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

The school invites nearby businesses School Advisory Council Meetings to learn about the progress of Westview K-8. During monthly meetings, stakeholders provide support in the areas of need to foster learning for all students. The school is consistently working with faith based organizations, public library, day care owners, and businesses to support Westview as a strategy to improve 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
Settle, Melissa	Instructional Coach
Dowdell-Brown, Teresa	Assistant Principal
Mullin, Dino	Assistant Principal
Walker, Beverly	Principal
Wright, Myra	Instructional Coach
Roach, Patrick	Dean
Wisdom, Malone	Guidance Counselor

Duties

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

Principal: Beverly Walker - provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.

Assistant Principals: Teresa Dowdell-Brown and Dino Mullin - provide a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions. Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Reading Coaches: Jennifer Thomas and Myra Wright - develops, leads and evaluates school core content standards. identifies and analyzes existing literature on scientifically based curriculum and interventions. identifies patterns of student needs while working with district personnel to identify appropriate evidence-based strategies. Assist with screening activities that provide intervening services for students at risk. Assist in design and implementation of progress monitoring, data collection and analysis; participates in the design and delivery of professional development. Supports the implementation of support Tier 1, 2 and 3 plans and provides support for assessment and implementation monitoring.

School Counselors: Malon Wisdom and Christy Ash - provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link

community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior. Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.
Dean of Students/ISSP Teacher: Patrick Roach and Tonichia Gayle - Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.
Test Coordinator: Brianna Jefferson - Organizes and facilitates testing for Westview K-8. Testing Coordinator provides ongoing professional development for teachers as testing administrators, analyzing data and strategies on utilizing data to drive instruction.
ESE Lead/CSS Site Coach: Regina Patz and Jennifer Ellison - participate in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

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 team meets monthly to evaluate the data and oversee the academic and behavioral work of the school. Current operating structures within the school are used to provide leadership to the RtI process. These operating structures include current building leadership teams, professional learning communities, and grade level teams. For the most intensive interventions in the 2013-2014 school year, the RtI leadership team will closely monitor the progress of students receiving Tier 3 interventions. Students will then be referred to the Guidance Team who will make the determination if the student's data supports a meeting with the MRT Team.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Beverly Walker	Principal
Shakiva Glover	Parent
Ken Wolford	Business/Community
Shirley Ashline	Education Support Employee
Teresa Brown	Teacher
Philena Rozier	Teacher
Malon Wisdom	Teacher
Ray Kellum	Business/Community
Frank Hipps	Business/Community
Frances Newkirk-Brooks	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

During the 2013-2014 school year, SAC was actively involved in the evaluation of the school improvement plan. The school improvement plan was reviewed at the beginning of each meeting. Stakeholders provided support for academic programs such as; mentoring, counseling services, participation in Reading, Math and Science Night and Career Day. The school improvement goals were reviewed during each SAC meeting. SAC continuously provided feedback on ways that school could ensure the success of every student.

Development of this school improvement plan

SAC members will review school data trends and provide input regarding new targets and strategies.

Preparation of the school's annual budget and plan

To be determined by DCPS

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

To be determined by DCPS

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
Dowdell-Brown, Teresa	Assistant Principal
Mullin, Dino	Assistant Principal
Thomas, Jennifer	Instructional Coach
Settle, Melissa	

Duties

Describe how the LLT promotes literacy within the school

Ensure that all teachers participate in literacy related professional development with reading coaches. Establish a Book-of-the-Month program, participate in community reading programs, distribute reading lists for students and teachers, model effective reading instruction, notify faculty of professional development opportunities, attend state and national reading conferences, join reading related professional organizations, and encourage teachers to earn their Reading Endorsement. Support reading instruction through Common Core Standards and implementation of the Gradual Release Instructional Model.

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

Middle School teachers have a 90 minute common planning period built into their daily schedules. A day is designed for grade level planning and B days are designed for teachers to receive content professional development. Instructional coach, district specialist, and administrators provide professional development for teachers weekly based on their individual needs as identified from needs assessment surveys, classroom observations and reflections from previous professional development.

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

1. Respond to walk in and faxed resumes
2. Work with Human Resources Department to find quality applicants from college and university informational fairs.
3. Provide mentors, counseling, and training opportunities that support the district's standards based implementation design.
4. Mentoring and Induction for Novice Teachers (MINT) – Assists beginning teachers with meeting the professional requirements of the state statutes.
5. Clinical Educator Trainers (CET) – Observe and help mentor beginning and experience teachers.
6. Provide training, modeling and instruction design for classroom teachers surrounding the district's standards based implementation design. Serve as mentor to all teachers, observe and provide feedback to ensure quality classroom instruction.

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

Westview K-8 is aligned with the MINT mission and vision of Duval County Public Schools to provide a comprehensive teacher induction program that will enhance retention, teacher quality with the overall goal of increasing student achievement. Novice teachers are paired with mentor teachers based on need and the knowledge and experience of the mentor teacher.
Overview
Westview K-8 has designed a new teachers program especially for the teachers at Westview K-8. The goal of the New Teachers Program is to develop highly qualified teachers and empower them with best practices that will lead to improved student achievement for all students. In addition, the New Teacher's Program will also help to improve teacher retention at Westview K-8.
New Teacher Orientation
In addition to the district's new teacher orientation, all novice teachers will be invited to participate in a pre-back to school orientation at Westview K-8 held two weeks prior to pre-planning. During this week novice teachers will be provided with an exclusive tour and learn important facts about their new school. There will be professional development provided for the teachers by high performing teachers and school based administrators on lesson planning, the newly adopted reading initiative, CHAMPS, Envisions and Science. There will be additional provided professional development sessions on being a Green School, Westview's Vision Statement, technology, communicating with parents and the code of ethics.
Moreover, there will be a meet and greet planned during this week where the novice teachers will have the opportunity to meet their mentor.
New Teacher's Professional Learning Community:
All beginning teachers will be expected to participate in Westview K-8's Professional Learning Community. The New Teacher's Professional Learning Community will be a one year professional learning community in which new teachers will have the opportunity to collaborate with their mentors as well as other colleagues and learn best practices to enhance the their instructional delivery. The sessions for the new teachers program will be based:
• on the needs of the participants as identified in the beginning of the year survey

• classroom observations
• mentors
• Feedback provided by the participants from school and district professional development
In addition, participants will participate in at least two book studies. During the 1st semester the focus will be on establishing solid ritual and routines by reading The First One Hundred Days by Harry Wong and the 2nd semester teachers will read the What Great Teachers Do Differently: 14 Things That Matters Most by Todd Whittaker. The participants in the New Teacher's Professional Learning Community will meet for one hour on the 1st and 3rd Monday of each month from 7:50 – 8:30.

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

Core instruction is aligned utilizing the district curriculum guide. Teachers plan all instruction based on the the Florida Common Core Standards All instruction is aligned with the four pillars to ensure students' success: Rigor, students fully engaged,demonstrating ownership and understanding. Teachers receive ongoing professional development to ensure that all instruction is aligned and implement with fidelity.
Additionally, middle school teachers have a 90 minute common planning period built into their daily schedules. A day is designed for grade level planning and B days are designed for teachers to receive content professional development. Instructional coach, district specialist, and administrators provide professional development for teachers weekly based on their individual needs as identified from needs assessment surveys, classroom observations and reflections from previous professional development.

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

The instructional delivery method for all core academic subjects embed stations as a strategy to provide students with instruction based on their needs as identified by variety of data sources. Also, teachers embed teacher led strategy or skill groups during the station time to provide students with additional support based on their needs. Language Arts(60 minutes) and Math (30 minutes) are designed to provided students with differentiated instruction based on their needs.
The technology programs (Achieve 3000 and I-Ready Reading and Math) are data driven and provide students with enrichment or remediation based on their needs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Elementary Students:
The extended hour will focus on increasing student achievement in Language Arts. During the extended hour, students will rotate through the teacher led center every 5 days based on their needs as identified from the data. For five consecutive days the teacher will remediate students using various resources as aligned in the plan. The teacher led center will be two thirty minute rotations.The remaining students will rotate through I-Ready, Word Work, FCRR and strategy groups based on their individual needs. Enrichment students will rotate through I-Ready, literature circles and content based projects.
Middle School Plan:
Students will be grouped based on their individual needs as determined by previous FCAT trends, Achieve 3000, Curriculum Guide, and SRA and DAR assessments. Level 1 and 2 students in Language Arts and Math will receive remediation based on a 5 day rotation. Language Art students will rotate through computer, vocabulary and fluency stations. Students will spend three consecutive days at the teacher led center. Teacher will assess students to monitor the effectiveness of remediation. Each station will be 20 minutes. Students will be group based on their individual needs as determined by data.
Math students will participate in Math Stations during the extended school day. Students will be identified based on FCAT trends, Curriculum Guide Assessments and classroom performance. Students will rotate through computer, problem of the day requiring a written response, and real word problem stations. Students will spend five consecutive days at the teacher led center. There will be three 20 minute rotations. Students will receive individualized instruction based on their needs.
Enrichment students will participate in various activities to continue to enhance their learning. Students will participate in books clubs , STEM, Newspaper, Television Production , Science Exploration
and an assortment of learning projects. Additionally, students enrolled in the Algebra 1 Honors Course will receive additional instruction 2 days a week during the extended hour. This instruction will focus on areas that students need additional support to ensure their success on the End of Course Exam.

Strategy Rationale

The framework for the extended hour is designed to provide students with explicit instruction based on each student's academic needs that will lead to an increase in student achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Walker, Beverly, walkerb2@duvalschools.org

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

The effectiveness of the extended hour will be evaluated by assessments that teachers will administer after the remediation of a specific. Reports, curriculum guide assessments, performance task, attendance and discipline referrals will be sources of data collected to evaluate the effectiveness of the extended hour.

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

There are several strategies implemented to support the out going of cohorts of 8th grade students transitioning to high school. The Guidance Department sponsors an annual 8th grade parent night that is featured as a high school showcase. This night is designed to inform students and parents about the programs that each high school specializes in and the preparation for post high school. Additionally, the Guidance Counselor participates in vertical planning with high school guidance counselors to develop high school schedules. All 8th grade students participate in a a career class where students are able to develop a 4 year post high school plan.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

 1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.

G2.   School will have less than 1% of incidents relating to bullying

G3.   The percentage of student proficiency as determined by the 2015 Spring Reading Florida State Assessment and Florida Alternate Assessment will be 63% (777 students) overall in grades 3 thru 8. Increase the percentage of students scoring above proficient to 30% (233 students) overall in grades 3 thru 8

G4.   Increase the percentage of student proficiency on the 2015 Florida State Assessment Writes to in 5th - 8th grade.

G5.   Goal 1 Increase the percentage of proficiency as measured on the Spring 2015 administration of the Math Florida State Assessment in 3rd – 8th grade students to 63 percent. Twenty-five percent (194) of students tested will score above proficiency on the The Florida State Assessment.

G6.   Increase the percentage of student proficiency to 55% on the 2015 Science FCAT 2.0 overall in 5th and 8th grade students.

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. 1a

🔍 G043909

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

G2. School will have less than 1% of incidents relating to bullying 1a

🔍 G042071

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- School Resource Officer

- Second Step Curriculum

- Guidance Counselor

- Health Curriculum for Middle School

Targeted Barriers to Achieving the Goal 3

- Increase of student enrollment and the addition of the 8th grade team will lead to the potential of more cases of bullying and teasing.

Plan to Monitor Progress Toward G2. 8

Students will be surveyed quarterly to monitor the effectiveness of discipline incidents related to bullying

Person Responsible
Beverly Walker

Schedule
On 6/4/2015

Evidence of Completion
Student exits slips and data from Gallup Pole Surveys, and reduction of discipline referrals

G3. The percentage of student proficiency as determined by the 2015 Spring Reading Florida State Assessment and Florida Alternate Assessment will be 63% (777 students) overall in grades 3 thru 8. Increase the percentage of students scoring above proficient to 30% (233 students) overall in grades 3 thru 8 `1a`

G042072

Targets Supported `1b`

Indicator	Annual Target
	63.0

Resources Available to Support the Goal `2`

- Reading Coaches
- District Reading Specialist
- Teachers
- Parents
- SRA Corrective Reading
- Coaching Cycle/Lesson Study
- District Curriculum Guides
- I-Ready (K- 5)
- Achieve 3000 (3rd -8th Grade)
- Write to Learn (5th -8th)
- Extended Hour Instruction

Targeted Barriers to Achieving the Goal `3`

- New instructional framework/curriculum guides
- Implementation of New Florida Common Core Standards and Assessments

Plan to Monitor Progress Toward G3. `8`

Instructional delivery based on results from analyzing student work

Person Responsible
Beverly Walker

Schedule
Biweekly, from 8/11/2014 to 6/15/2015

Evidence of Completion
Data notebooks, conference logs, assessment data, student's data page and lesson plans

G4. Increase the percentage of student proficiency on the 2015 Florida State Assessment Writes to in 5th - 8th grade. `1a`

Targets Supported `1b`   🔍 `G042073`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- School-based Reading Coaches

- District Writing Specialists

- Teachers

Targeted Barriers to Achieving the Goal `3`

- All teachers implementing Writer's Workshop with fidelity

- Writing being implemented across all content areas

Plan to Monitor Progress Toward G4. `8`

Monitoring the rigor of writing implementation

Person Responsible

Schedule

Evidence of Completion
Student portfolios, interactive journals, results from district and school based lesson plans, conference logs and classroom observations.

G5. Goal 1 Increase the percentage of proficiency as measured on the Spring 2015 administration of the Math Florida State Assessment in 3rd – 8th grade students to 63 percent. Twenty-five percent (194) of students tested will score above proficiency on the The Florida State Assessment. 1a

Targets Supported 1b

G042074

Indicator	Annual Target
	63.0

Resources Available to Support the Goal 2

- Math Coach (K-5)

- District Specialist

- Curriculum Guide

- Curriculum Guide Assessments and School Common Assessments

- Technology: I-Ready (K-5), Carnegie (6-8), Digits (6-8)

- Math Manipulative

- Teaching (optional) and Coaching Academy

- Coaching Cycle/Lesson Study

- Math Investigations and enVisions

- Training Tests

- Florida State Assessment Item Specification

Targeted Barriers to Achieving the Goal 3

- Low level reading skills make it difficult for students to understand math questions and vocabulary

- Teachers being able to effectively implement the Gradual Release Model utilizing Math Investigations and framework to meet the needs of all students during instructional delivery

- Teachers implementing a rigorous 30 minute data driven math rotations to meet the needs of each student

Plan to Monitor Progress Toward G5. 8

Ongoing professional development leading to an increase of rigor in teacher's implementing the Gradual Release Model during Math instruction

Person Responsible
Dino Mullin

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

Evidence of Completion
Increase in student baseline assessment scores, lesson plans, classroom observations, analysis of student data, and reflections from professional development

G6. Increase the percentage of student proficiency to 55% on the 2015 Science FCAT 2.0 overall in 5th and 8th grade students. `1a`

Targets Supported `1b`

`G042075`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal `2`

- Gizmos

- FCAT Explorer

- Curriculum Guides

- Curriculum Guide Assessments

- Lead teachers and Administrator

Targeted Barriers to Achieving the Goal `3`

- teachers providing students with science instruction on a daily basis

- FCAT covers Science Benchmarks in Kindergarten - 5th grade and Middle school 6th -8th grade

Plan to Monitor Progress Toward G6. `8`

Effectiveness of Professional Development

Person Responsible
Dino Mullin

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

Evidence of Completion
Lesson Plans, Reflections from Professional Development and increase in students' Curriculum Guide Assessments, Teacher feedback from Professional Development sessions.

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

G2. School will have less than 1% of incidents relating to bullying `1`

🔑 G042071

G2.B1 Increase of student enrollment and the addition of the 8th grade team will lead to the potential of more cases of bullying and teasing. `2`

🔑 B102386

G2.B1.S1 4th thru 8th grade students will receive bullying lessons via the guidance department and Health classes. `4`

🔑 S113562

Strategy Rationale

Action Step 1 `5`

Guidance Counselor will teach anti-bullying lessons to students in Kindergarten - 5th Grade

Person Responsible

Patrick Roach

Schedule

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

Evidence of Completion

survey, lesson plans, and observation of lessons

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

Anti-Bullying Lessons

Person Responsible

Beverly Walker

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Classroom Observations, Exit Tickets and lesson plans

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

Monitoring Classroom Guidance

Person Responsible

Beverly Walker

Schedule

On 6/4/2015

Evidence of Completion

Classroom Observations, Student feedback through surveys and Exit Tickets and Lesson Plans

G2.B1.S2 Students will understand the procedure to report instances of bullying. `4`

🔍 S113563

Strategy Rationale

Action Step 1 `5`

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*

G3. The percentage of student proficiency as determined by the 2015 Spring Reading Florida State Assessment and Florida Alternate Assessment will be 63% (777 students) overall in grades 3 thru 8. Increase the percentage of students scoring above proficient to 30% (233 students) overall in grades 3 thru 8 `1`

🔍 G042072

G3.B10 New instructional framework/curriculum guides `2`

🔍 B102397

G3.B10.S1 Teachers will participate in ongoing professional development (i.e. job-embedded coaching cycles with district Specialist and school-based Reading Coach, peer-to-peer observation, common planning time) to understand how to implement the DCPS Instructional Framework Model with fidelity. `4`

🔍 S113567

> **Strategy Rationale**

Action Step 1 `5`

Secondary content area teachers will receive ongoing professional development on implementing the Comprehension Instructional Sequence

> **Person Responsible**
>
> **Schedule**
>
> Quarterly, from 8/18/2014 to 6/5/2015
>
> *Evidence of Completion*
>
> Successful completion of the Comprehension Instructional Sequence (CIS)

Action Step 2 `5`

Teachers will participate in on-going professional development by reading coaches and district specialist.

Person Responsible

Beverly Walker

Schedule

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

Evidence of Completion

Common Planning Time Meeting Minutes, and Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B10.S1 `6`

Teachers will participate in on-going professional development by reading coaches and district specialist.

Person Responsible

Beverly Walker

Schedule

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

Evidence of Completion

Data Chats and Classroom Observations

Plan to Monitor Effectiveness of Implementation of G3.B10.S1 `7`

Implementation of Professional Development

Person Responsible

Beverly Walker

Schedule

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

Evidence of Completion

Quarterly data chats and classroom observations

G3.B10.S2 Teachers will become familiar with Standards in Practice, Atlas and using the four phase data dialogue to analyze assessments. Teachers will utilize monthly common planning time to analyze grade level data to assist with instructional decisions. In addition, teachers will conference with students monthly to review district curriculum assessments to establish academic goals and review current progress. Parents will be invited to conference with teachers regarding student progress quarterly. Data notebooks, conference logs, assessment data, student's data page and lesson plans will be used to monitor this barrier. 4

🔑 S113568

Strategy Rationale

Action Step 1 5

Become familiar with Standards in Practice, Atlas and using the four phase data dialogue to analyze assessments. Teachers will utilize monthly common planning time to analyze grade level data to assist with instructional decisions. In addition, teachers will conference with students monthly to review district curriculum assessments to establish academic goals and review current progress. Parents will be invited to conference with teachers regarding student progress quarterly.

Person Responsible

Beverly Walker

Schedule

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

Evidence of Completion

Data notebooks, Conference Logs, Assessment Data, Student's Data page, Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B10.S2 6

Become familiar with Standards in Practice, Atlas and using the four phase data dialogue to analyze assessments. Teachers will utilize monthly common planning time to analyze grade level data to assist with instructional decisions. In addition, teachers will conference with students monthly to review district curriculum assessments to establish academic goals and review current progress. Parents will be invited to conference with teachers regarding student progress quarterly. Data notebooks, conference logs, assessment data, student's data page and lesson plans will be used to monitor this barrier.

Person Responsible

Beverly Walker

Schedule

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

Evidence of Completion

Data Notebooks, Conference Logs, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G3.B10.S2 `7`

Analyzing student work to inform instruction

Person Responsible

Beverly Walker

Schedule

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

Evidence of Completion

Data notebooks, conference logs, assessment data, student's data page and lesson plans

G3.B10.S3 Teachers will review all assessments and group students into Tiers based on assessments. Teachers will implement small group instruction during Language Arts daily based on the needs of the students. Kindergarten thru 5th grade will implement guided reading instruction during Language Arts based on individual student needs as identified by district and common assessments. All 6th thru 8th grade students who scored a level 1 or 2 on the 2013 Florida Comprehensive Assessment Test 2.0 will be scheduled in Intensive Reading. In addition, Tier 3 students in 3rd thru 8th grade will be invited to participate in Saturday School as remediation strategy. Attendance logs, lesson plans, and assessment data will be utilized to monitor this barrier. `4`

🔑 S113569

Strategy Rationale

Action Step 1 `5`

Review I -Ready (K-5), Achieve 3000 (3rd -8th), and Curriculum Guide Assessment (K -8th Grade) to group students into Tiers based on assessments. Teachers will implement small group instruction during Language Arts and extended hour daily based on the needs of the students. Kindergarten thru 5th grade teachers will implement teacher led groups during Language Arts and extended hour based on individual student needs as identified by district and common assessments. All 6th thru 8th grade students who are reading two or more years below grade level as indicated on Achieve 3000 will be scheduled into Reading Enrichment. In addition, Tier 3 students in Kindergarten thru 8th grade will receive additional reading support during the extended hour.

Person Responsible

Beverly Walker

Schedule

On 6/5/2015

Evidence of Completion

Attendance Logs, Lesson Plans, Assessment Data

Plan to Monitor Fidelity of Implementation of G3.B10.S3 `6`

Review I -Ready (K-5), Achieve 3000 (3rd -8th), and Curriculum Guide Assessment (K -8th Grade) to group students into Tiers based on assessments. Teachers will implement small group instruction during Language Arts and extended hour daily based on the needs of the students. Kindergarten thru 5th grade teachers will implement teacher led groups during Language Arts and extended hour based on individual student needs as identified by district and common assessments. All 6th thru 8th grade students who are reading two or more years below grade level as indicated on Achieve 3000 will be scheduled into Reading Enrichment. In addition, Tier 3 students in Kindergarten thru 8th grade will receive additional reading support during the extended hour.

Person Responsible

Beverly Walker

Schedule

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

Evidence of Completion

Attendance Logs, Lesson Plans and classroom walk throughs

Plan to Monitor Effectiveness of Implementation of G3.B10.S3 `7`

Implementation of differentiated instruction to meet the needs of all students.

Person Responsible

Beverly Walker

Schedule

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

Evidence of Completion

Data Chats, Classroom Observations

G3.B13 Implementation of New Florida Common Core Standards and Assessments 2

B107818

G3.B13.S1 Implement the district curriculum that is aligned to the Florida State Standard 4

S119245

Strategy Rationale

The new curriculum was written to address the shifts (academic vocabulary, text complexity, and increase of nonfiction text) from Next Generation Sunshine State Standards to the new Florida State Standards.

Action Step 1 5

Teachers will participate in on-going professional development (i.e. job-embedded coaching cycles with district Specialist and school-based Reading Coach, unpacking the standards, understanding connections to curriculum guide, analyzing student data, aligning instruction to the four pillars, peer-to-peer observation, common planning time etc.) to understand how to implement the DCPS Instructional Framework Model utilizing the gradual release model with fidelity.

Person Responsible

Beverly Walker

Schedule

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

Evidence of Completion

Data Notebooks, lesson plans, interactive journals, student work, formal and informal assessments and observations

Plan to Monitor Fidelity of Implementation of G3.B13.S1 6

Coaches will maintain an accurate records of faculty professional development sessions and debrief with administrator weekly.

Person Responsible

Beverly Walker

Schedule

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

Evidence of Completion

Professional development calendar, teacher feedback forms, minutes from meeting,informal observations, classroom walk throughs, and teacher reflection forms.

Plan to Monitor Effectiveness of Implementation of G3.B13.S1 7

Coaches will meet the principal weekly.

Person Responsible

Beverly Walker

Schedule

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

Evidence of Completion

Meeting agendas and minutes, artifacts used for professional development, coaching binder and electronic debriefs from specialist visits.

G4. Increase the percentage of student proficiency on the 2015 Florida State Assessment Writes to in 5th - 8th grade. 1

🔍 G042073

G4.B1 All teachers implementing Writer's Workshop with fidelity 2

🔍 B102400

G4.B1.S1 Students in 4th and 8th grade will participate in district writing prompts to focus on rigor and increase writing proficiency. 4

🔍 S113570

Strategy Rationale

Action Step 1 5

Participate in ongoing professional development provide that will focus on a variety of topics such as Gradual Release Model,analyzing student work, the writing process, the Florida Writes Rubric, implementing mentor text to teach writing crafts and integrating writing across the content areas.

Person Responsible

Schedule

Evidence of Completion

interactive journals, student portfolios, lesson plans and classroom observations

Action Step 2 `5`

Students will use the writing process daily, all writing will be dated and recorded in a journal, notebook or work folder for monitoring growth across time.

Person Responsible

Schedule

Evidence of Completion

Student work folders or journals, students data sheets and classroom walk throughs

Action Step 3 `5`

Participate in district timed writing and school generated writing prompts and school-based assessments to focus on rigor and increase writing proficiency.

Person Responsible

Schedule

Evidence of Completion

Student scores from assessments

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

Participate in district timed writing and school generated writing prompts and school-based assessments to focus on rigor and increase writing proficiency.

Person Responsible

Schedule

Evidence of Completion

classroom monitoring forms, reflections from professional development, classroom observations and student work

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

Implementation of writing instruction and professional development

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, students' work, reflections from professional development and classroom obeservations

G5. Goal 1 Increase the percentage of proficiency as measured on the Spring 2015 administration of the Math Florida State Assessment in 3rd – 8th grade students to 63 percent. Twenty-five percent (194) of students tested will score above proficiency on the The Florida State Assessment. `1`

🔧 G042074

G5.B1 Low level reading skills make it difficult for students to understand math questions and vocabulary `2`

🔧 B102405

G5.B1.S1 Teachers explicitly model how to use various strategies such as underlining and identifying patterns as a strategy to solve real world problems. Students will use correct mathematical vocabulary in everyday language to help explain their understanding of skills and concepts. `4`

🔧 S113574

Strategy Rationale

Students must be able to read, understand what a problem is asking, and solve a word problem. Student must articulate responses through writing.

Action Step 1 `5`

Ongoing professional development on infusing reading strategies into the instructional delivery

Person Responsible

Beverly Walker

Schedule

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

Evidence of Completion

Classroom observations, Lesson Plans, Reflections from professional development, Curriculum Baseline Assessment, Interactive Journals, and Common Assessment

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

Look for student use of problem solving strategies in classrooms and interactive journals

Person Responsible

Beverly Walker

Schedule

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

Evidence of Completion

Interactive Journals, Classroom Artifacts, Student data in Performance Matters, and Reflections from Professional Development

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

Improved performance on Curriculum Guide Assessments (quarterly) and Common Assessments (bi-weekly)

Person Responsible

Beverly Walker

Schedule

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

Evidence of Completion

Data from Curriculum Guide Assessments and Data Chats with teachers and students

G5.B2 Teachers being able to effectively implement the Gradual Release Model utilizing Math Investigations and framework to meet the needs of all students during instructional delivery 2

🔑 B102406

G5.B2.S1 Survey teachers, quarterly, to identify their instructional needs. 4

🔑 S113575

Strategy Rationale

Surveys will provide the Elementary Math Coach and Assistant Principal information that will direct Professional Development and classroom support for teachers

Action Step 1 5

Survey teachers, quarterly, to identify professional development needs.

Person Responsible

Dino Mullin

Schedule

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

Evidence of Completion

Implementation of district initiatives, surveys and attendance from Teacher Academy

Action Step 2 5

Create a professional development calendar based on the needs of teachers determined by surveys and Walk throughs

Person Responsible

Dino Mullin

Schedule

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

Evidence of Completion

Professional Development calendar, lesson plans, classroom artifacts, walk through forms, informal observations, feedback forms

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

The implementation of the instructional delivery using the Gradual Release Model and Curriculum Guides

Person Responsible

Dino Mullin

Schedule

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

Evidence of Completion

Lesson plans, increase in student scores on curriculum guide assessments and data chats

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

Instructional development and particularization in ongoing professional development

Person Responsible

Dino Mullin

Schedule

On 6/5/2015

Evidence of Completion

Lesson plans, Classroom Observations, Data Chats and Reflections from professional development

G5.B3 Teachers implementing a rigorous 30 minute data driven math rotations to meet the needs of each student 2

🔧 B102407

G5.B3.S1 Teacher will utilize results from i-Ready assessment to provide students with remediation based on their individual needs. 4

🔧 S113577

Strategy Rationale

Providing instruction based on individual student need will lead to increase in student achievement.

Action Step 1 5

Analyzing data from i-Ready diagnostic to form groups based on the individual needs of students

Person Responsible

Dino Mullin

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Increase results on assessments, Lesson plans, student work, and Reflections

Action Step 2 5

Professional development on using data to drive instruction for all students

Person Responsible

Dino Mullin

Schedule

Biweekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Classroom observations, lesson plans and increase in student assessment results

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

Implementation of the 30 minute math skills block

Person Responsible

Dino Mullin

Schedule

On 6/5/2015

Evidence of Completion

Demonstration of student growth, Data from i-Ready, Curriculum Guide Assessments, and Common Assessments.

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

Increase in rigor during the 30 minute Math Skills Block

Person Responsible

Dino Mullin

Schedule

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

Evidence of Completion

Data from classroom walk through, i-Ready, student products, district approved resources, and lesson plans

G6. Increase the percentage of student proficiency to 55% on the 2015 Science FCAT 2.0 overall in 5th and 8th grade students. 1

🔑 G042075

G6.B3 teachers providing students with science instruction on a daily basis 2

🔑 B102410

G6.B3.S1 Provide teachers with ongoing professional development that will focus on aligning science instruction with Next Generation Sunshine State Standards utilizing the Gradual Release Model. 4

🔑 S113578

Strategy Rationale

Teachers need to ensure science instruction is aligned to the applicable NGSSS standard(s).

Action Step 1 5

Ongoing professional development that is aligned with Next Generation Sunshine State Standards, implementing instruction utilizing the Gradual Release Day Model, providing students with differentiated instruction and implementing Coaching Cycles with Science Teachers

Person Responsible

Schedule

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

Evidence of Completion

Lesson Plans, Data from Curriculum Assessments, Classroom walk throughs, Data Chats with teachers and stuidents

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

Instructional delivery of Science Curriculum

Person Responsible

Dino Mullin

Schedule

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

Evidence of Completion

Increase of scores on Curriculum Guide Assessments, Interactive Journals, Artifacts Data from classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 `7`

Transfer of professional development into daily classroom instruction.

Person Responsible

Dino Mullin

Schedule

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

Evidence of Completion

Lesson Plans, increase in student scores on Quarterly Curriculum Guide Assessments as well as Common Assessments, and Classroom observations.

G6.B3.S2 Science instruction will be taught daily at all grade levels `4`

`🔑 S113579`

Strategy Rationale

Teaching science everyday in 5th and 8th grade will decrease the learning gaps.

Action Step 1 `5`

Implementation of Science Curriculum Guides

Person Responsible

Schedule

On 6/4/2015

Evidence of Completion

Bi-weekly focus walk - throughs, and lesson plans

Plan to Monitor Fidelity of Implementation of G6.B3.S2 `6`

Monitoring of lesson plans to ensure implementation of Science Curriculum

Person Responsible

Dino Mullin

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom walk-throughs, interactive student journals, increase in student achievement on Curriculum Guide Assessments

Plan to Monitor Effectiveness of Implementation of G6.B3.S2 `7`

Instructional delivery of Science Curriculum following the Gradual Release Model

Person Responsible

Dino Mullin

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom walk-throughs, monitoring of lesson plans and Reflections from Exit Slip

G6.B4 FCAT covers Science Benchmarks in Kindergarten - 5th grade and Middle school 6th -8th grade 2

B102411

G6.B4.S1 5th and 8th grade Science Teachers will embed RtI into the Science Block to review Benchmarks that are introduced to students prior to 5th and 8th grade 4

S113581

Strategy Rationale

Action Step 1 5

30 Minute Skills Block (5th Grade) and 15 Minute Skills Block (8th Grade) built into daily schedules to review skills that were previously taught in 5th and 8th grade.

Person Responsible

Dino Mullin

Schedule

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

Evidence of Completion

Increase in Student Assessment Scores, Lesson plans, data from classroom walk-throughs.

Plan to Monitor Fidelity of Implementation of G6.B4.S1 6

Rigor of instruction during 15 minute (8th Grade) or 30 minute (5th Grade) skills block.

Person Responsible

Dino Mullin

Schedule

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

Evidence of Completion

Lesson Plans, data from classroom walk-through, and increase of student scores on Common Assessments as well as quarterly Curriculum Guide Assessments.

Plan to Monitor Effectiveness of Implementation of G6.B4.S1 7

Instructional delivery during the 15 minute (8th Grade) or 30 minute (5th Grade) Science skills block

Person Responsible

Dino Mullin

Schedule

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

Evidence of Completion

Classroom walk-throughs, Lesson Plans, and increase in student scores on Curriculum Guide Assessments.

G6.B4.S2 5th and 8th Grade Science Teachers will implement the Florida Continuous Improvement Model 4

🔍 S113582

Strategy Rationale

Action Step 1 5

Professional Development on Analyzing Data to inform instruction using the 8-step model of the Florida Continuous Improvement Plan

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Results from grade level common assessments, increase in scores on Curriculum Guide Assessments, and Lesson plans

Plan to Monitor Fidelity of Implementation of G6.B4.S2 [6]

Analyzing data to create a focus calendar based on the need of students as determined on Curriculum Guide Assessment

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Grade level common assessments, increase in student Curriculum Guide Assessments and Lesson plans

Plan to Monitor Effectiveness of Implementation of G6.B4.S2 [7]

Professional development to inform and refocus instruction based on results of grade level common assessments

Person Responsible

Schedule

Evidence of Completion

Lesson plans, results from grade level common assessments and Data chats with teacher and students

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
G2.B1.S1.A1	Guidance Counselor will teach anti-bullying lessons to students in Kindergarten - 5th Grade	Roach, Patrick	8/18/2014	survey, lesson plans, and observation of lessons	1/5/2015 biweekly
G3.B10.S1.A1	Secondary content area teachers will receive ongoing professional development on implementing the Comprehension Instructional Sequence		8/18/2014	Successful completion of the Comprehension Instructional Sequence (CIS)	6/5/2015 quarterly
G3.B10.S2.A1	Become familiar with Standards in Practice, Atlas and using the four phase data dialogue to analyze assessments. Teachers will utilize monthly common planning time to analyze grade level data to assist with instructional decisions. In addition, teachers will conference with students	Walker, Beverly	8/11/2014	Data notebooks, Conference Logs, Assessment Data, Student's Data page, Lesson Plans	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	monthly to review district curriculum assessments to establish academic goals and review current progress. Parents will be invited to conference with teachers regarding student progress quarterly.				
G3.B10.S3.A1	Review I -Ready (K-5), Achieve 3000 (3rd -8th), and Curriculum Guide Assessment (K -8th Grade) to group students into Tiers based on assessments. Teachers will implement small group instruction during Language Arts and extended hour daily based on the needs of the students. Kindergarten thru 5th grade teachers will implement teacher led groups during Language Arts and extended hour based on individual student needs as identified by district and common assessments. All 6th thru 8th grade students who are reading two or more years below grade level as indicated on Achieve 3000 will be scheduled into Reading Enrichment. In addition, Tier 3 students in Kindergarten thru 8th grade will receive additional reading support during the extended hour.	Walker, Beverly	8/11/2014	Attendance Logs, Lesson Plans, Assessment Data	6/5/2015 one-time
G4.B1.S1.A1	Participate in ongoing professional development provide that will focus on a variety of topics such as Gradual Release Model,analyzing student work, the writing process, the Florida Writes Rubric, implementing mentor text to teach writing crafts and integrating writing across the content areas.		interactive journals, student portfolios, lesson plans and classroom observations	once	
G5.B1.S1.A1	Ongoing professional development on infusing reading strategies into the instructional delivery	Walker, Beverly	8/18/2014	Classroom observations, Lesson Plans, Reflections from professional development, Curriculum Baseline Assessment, Interactive Journals, and Common Assessment	6/5/2015 weekly
G5.B2.S1.A1	Survey teachers, quarterly, to identify professional development needs.	Mullin, Dino	8/11/2014	Implementation of district initiatives, surveys and attendance from Teacher Academy	6/5/2015 quarterly
G5.B3.S1.A1	Analyzing data from i-Ready diagnostic to form groups based on the individual needs of students	Mullin, Dino	10/1/2014	Increase results on assessments, Lesson plans, student work, and Reflections	6/5/2015 monthly
G6.B3.S1.A1	Ongoing professional development that is aligned with Next Generation Sunshine State Standards, implementing instruction utilizing the Gradual Release Day Model, providing students with differentiated instruction and implementing Coaching Cycles with Science Teachers		8/18/2014	Lesson Plans, Data from Curriculum Assessments, Classroom walk throughs, Data Chats with teachers and stuidents	6/5/2015 biweekly
G6.B3.S2.A1	Implementation of Science Curriculum Guides		8/18/2014	Bi-weekly focus walk - throughs, and lesson plans	6/4/2015 one-time
G6.B4.S1.A1	30 Minute Skills Block (5th Grade) and 15 Minute Skills Block (8th Grade) built into daily schedules to review skills that were previously taught in 5th and 8th grade.	Mullin, Dino	8/18/2014	Increase in Student Assessment Scores, Lesson plans, data from classroom walk-throughs.	6/5/2015 daily
G6.B4.S2.A1	Professional Development on Analyzing Data to inform instruction		8/18/2014	Results from grade level common assessments, increase in scores on	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	using the 8-step model of the Florida Continuous Improvement Plan			Curriculum Guide Assessments, and Lesson plans	
G2.B1.S2.A1	[no content entered]			one-time	
G3.B13.S1.A1	Teachers will participate in on-going professional development (i.e. job-embedded coaching cycles with district Specialist and school-based Reading Coach, unpacking the standards, understanding connections to curriculum guide, analyzing student data, aligning instruction to the four pillars, peer-to-peer observation, common planning time etc.) to understand how to implement the DCPS Instructional Framework Model utilizing the gradual release model with fidelity.	Walker, Beverly	8/11/2014	Data Notebooks, lesson plans, interactive journals, student work, formal and informal assessments and observations	6/5/2015 daily
G3.B10.S1.A2	Teachers will participate in on-going professional development by reading coaches and district specialist.	Walker, Beverly	8/11/2014	Common Planning Time Meeting Minutes, and Lesson Plans	6/5/2015 weekly
G4.B1.S1.A2	Students will use the writing process daily, all writing will be dated and recorded in a journal, notebook or work folder for monitoring growth across time.		Student work folders or journals, students data sheets and classroom walk throughs	once	
G5.B2.S1.A2	Create a professional development calendar based on the needs of teachers determined by surveys and Walk throughs	Mullin, Dino	8/18/2014	Professional Development calendar, lesson plans, classroom artifacts, walk through forms, informal observations, feedback forms	6/5/2015 quarterly
G5.B3.S1.A2	Professional development on using data to drive instruction for all students	Mullin, Dino	10/1/2014	Classroom observations, lesson plans and increase in student assessment results	6/5/2015 biweekly
G4.B1.S1.A3	Participate in district timed writing and school generated writing prompts and school-based assessments to focus on rigor and increase writing proficiency.		Student scores from assessments	once	
G2.MA1	Students will be surveyed quarterly to monitor the effectiveness of discipline incidents related to bullying	Walker, Beverly	8/25/2014	Student exits slips and data from Gallup Pole Surveys, and reduction of discipline referrals	6/4/2015 one-time
G2.B1.S1.MA1	Monitoring Classroom Guidance	Walker, Beverly	8/18/2014	Classroom Observations, Student feedback through surveys and Exit Tickets and Lesson Plans	6/4/2015 one-time
G2.B1.S1.MA1	Anti-Bullying Lessons	Walker, Beverly	8/25/2014	Classroom Observations, Exit Tickets and lesson plans	6/4/2015 monthly
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S4.MA1	[no content entered]			once	
G2.B1.S4.MA1	[no content entered]			once	
G3.MA1	Instructional delivery based on results from analyzing student work	Walker, Beverly	8/11/2014	Data notebooks, conference logs, assessment data, student's data page and lesson plans	6/15/2015 biweekly
G3.B10.S1.MA1	Implementation of Professional Development	Walker, Beverly	8/11/2014	Quarterly data chats and classroom observations	6/5/2015 daily
G3.B10.S1.MA1	Teachers will participate in on-going professional development by reading coaches and district specialist.	Walker, Beverly	8/11/2014	Data Chats and Classroom Observations	6/5/2015 weekly
G3.B13.S1.MA1	Coaches will meet the principal weekly.	Walker, Beverly	8/11/2014	Meeting agendas and minutes, artifacts used for professional development,	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				coaching binder and electronic debriefs from specialist visits.	
G3.B13.S1.MA1	Coaches will maintain an accurate records of faculty professional development sessions and debrief with administrator weekly.	Walker, Beverly	8/11/2014	Professional development calendar, teacher feedback forms, minutes from meeting,informal observations, classroom walk throughs, and teacher reflection forms.	6/5/2015 weekly
G3.B10.S2.MA1	Analyzing student work to inform instruction	Walker, Beverly	9/9/2014	Data notebooks, conference logs, assessment data, student's data page and lesson plans	6/5/2015 monthly
G3.B10.S2.MA1	Become familiar with Standards in Practice, Atlas and using the four phase data dialogue to analyze assessments. Teachers will utilize monthly common planning time to analyze grade level data to assist with instructional decisions. In addition, teachers will conference with students monthly to review district curriculum assessments to establish academic goals and review current progress. Parents will be invited to conference with teachers regarding student progress quarterly. Data notebooks, conference logs, assessment data, student's data page and lesson plans will be used to monitor this barrier.	Walker, Beverly	8/11/2014	Data Notebooks, Conference Logs, Lesson Plans	6/5/2015 monthly
G3.B10.S3.MA1	Implementation of differentiated instruction to meet the needs of all students.	Walker, Beverly	8/11/2014	Data Chats, Classroom Observations	6/5/2015 biweekly
G3.B10.S3.MA1	Review I -Ready (K-5), Achieve 3000 (3rd -8th), and Curriculum Guide Assessment (K -8th Grade) to group students into Tiers based on assessments. Teachers will implement small group instruction during Language Arts and extended hour daily based on the needs of the students. Kindergarten thru 5th grade teachers will implement teacher led groups during Language Arts and extended hour based on individual student needs as identified by district and common assessments. All 6th thru 8th grade students who are reading two or more years below grade level as indicated on Achieve 3000 will be scheduled into Reading Enrichment. In addition, Tier 3 students in Kindergarten thru 8th grade will receive additional reading support during the extended hour.	Walker, Beverly	8/5/2014	Attendance Logs, Lesson Plans and classroom walk throughs	6/5/2015 biweekly
G4.MA1	Monitoring the rigor of writing implementation		Student portfolios, interactive journals, results from district and school based lesson plans, conference logs and classroom observations.	once	
G4.B1.S1.MA1	Implementation of writing instruction and professional development		Lesson Plans,	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			students' work, reflections from professional development and classroom obeservations		
G4.B1.S1.MA1	Participate in district timed writing and school generated writing prompts and school-based assessments to focus on rigor and increase writing proficiency.		classroom monitoring forms, reflections from professional development, classroom observations and student work	once	
G5.MA1	Ongoing professional development leading to an increase of rigor in teacher's implementing the Gradual Release Model during Math instruction	Mullin, Dino	8/18/2014	Increase in student baseline assessment scores, lesson plans, classroom observations, analysis of student data, and reflections from professional development	6/5/2015 weekly
G5.B1.S1.MA1	Improved performance on Curriculum Guide Assessments (quarterly) and Common Assessments (bi-weekly)	Walker, Beverly	8/18/2014	Data from Curriculum Guide Assessments and Data Chats with teachers and students	6/5/2015 quarterly
G5.B1.S1.MA1	Look for student use of problem solving strategies in classrooms and interactive journals	Walker, Beverly	8/18/2014	Interactive Journals, Classroom Artifacts, Student data in Performance Matters, and Reflections from Professional Development	6/5/2015 weekly
G5.B2.S1.MA1	Instructional development and particularization in ongoing professional development	Mullin, Dino	8/18/2014	Lesson plans, Classroom Observations, Data Chats and Reflections from professional development	6/5/2015 one-time
G5.B2.S1.MA1	The implementation of the instructional delivery using the Gradual Release Model and Curriculum Guides	Mullin, Dino	8/18/2014	Lesson plans, increase in student scores on curriculum guide assessments and data chats	6/5/2015 quarterly
G5.B3.S1.MA1	Increase in rigor during the 30 minute Math Skills Block	Mullin, Dino	8/18/2014	Data from classroom walk through, i-Ready, student products, district approved resources, and lesson plans	6/5/2015 daily
G5.B3.S1.MA1	Implementation of the 30 minute math skills block	Mullin, Dino	10/1/2014	Demonstration of student growth, Data from i-Ready, Curriculum Guide Assessments, and Common Assessments.	6/5/2015 one-time
G6.MA1	Effectiveness of Professional Development	Mullin, Dino	8/18/2014	Lesson Plans, Reflections from Professional Development and increase in students' Curriculum Guide Assessments, Teacher feedback from Professional Development sessions.	6/5/2015 biweekly
G6.B3.S1.MA1	Transfer of professional development into daily classroom instruction.	Mullin, Dino	8/18/2014	Lesson Plans, increase in student scores on Quarterly Curriculum Guide Assessments as well as Common Assessments, and Classroom observations.	6/5/2015 daily
G6.B3.S1.MA1	Instructional delivery of Science Curriculum	Mullin, Dino	8/11/2014	Increase of scores on Curriculum Guide Assessments, Interactive Journals, Artifacts Data from classroom walk-throughs	6/5/2015 weekly
G6.B4.S1.MA1	Instructional delivery during the 15 minute (8th Grade) or 30 minute (5th Grade) Science skills block	Mullin, Dino	8/18/2014	Classroom walk-throughs, Lesson Plans, and increase in student scores on Curriculum Guide Assessments.	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B4.S1.MA1	Rigor of instruction during 15 minute (8th Grade) or 30 minute (5th Grade) skills block.	Mullin, Dino	8/18/2014	Lesson Plans, data from classroom walk-through, and increase of student scores on Common Assessments as well as quarterly Curriculum Guide Assessments.	6/5/2015 monthly
G6.B3.S2.MA1	Instructional delivery of Science Curriculum following the Gradual Release Model	Mullin, Dino	8/18/2014	Classroom walk-throughs, monitoring of lesson plans and Reflections from Exit Slip	6/4/2015 weekly
G6.B3.S2.MA1	Monitoring of lesson plans to ensure implementation of Science Curriculum	Mullin, Dino	8/18/2014	Classroom walk-throughs, interactive student journals, increase in student achievement on Curriculum Guide Assessments	6/4/2015 weekly
G6.B4.S2.MA1	Professional development to inform and refocus instruction based on results of grade level common assessments		Lesson plans, results from grade level common assessments and Data chats with teacher and students	once	
G6.B4.S2.MA1	Analyzing data to create a focus calendar based on the need of students as determined on Curriculum Guide Assessment		8/18/2014	Grade level common assessments, increase in student Curriculum Guide Assessments and Lesson plans	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G2. School will have less than 1% of incidents relating to bullying

G2.B1 Increase of student enrollment and the addition of the 8th grade team will lead to the potential of more cases of bullying and teasing.

G2.B1.S1 4th thru 8th grade students will receive bullying lessons via the guidance department and Health classes.

PD Opportunity 1

Guidance Counselor will teach anti-bullying lessons to students in Kindergarten - 5th Grade

Facilitator

Guidance Counselors and Foundation Team

Participants

Students, Classroom Teachers, and parents

Schedule

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

G3. The percentage of student proficiency as determined by the 2015 Spring Reading Florida State Assessment and Florida Alternate Assessment will be 63% (777 students) overall in grades 3 thru 8. Increase the percentage of students scoring above proficient to 30% (233 students) overall in grades 3 thru 8

G3.B10 New instructional framework/curriculum guides

G3.B10.S1 Teachers will participate in ongoing professional development (i.e. job-embedded coaching cycles with district Specialist and school-based Reading Coach, peer-to-peer observation, common planning time) to understand how to implement the DCPS Instructional Framework Model with fidelity.

PD Opportunity 1

Secondary content area teachers will receive ongoing professional development on implementing the Comprehension Instructional Sequence

Facilitator

School based coaches, district specialist

Participants

Content Area Teachers

Schedule

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

PD Opportunity 2

Teachers will participate in on-going professional development by reading coaches and district specialist.

Facilitator

School Based Coaches and District Specialist

Participants

Classroom Teachers

Schedule

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

G3.B10.S2 Teachers will become familiar with Standards in Practice, Atlas and using the four phase data dialogue to analyze assessments. Teachers will utilize monthly common planning time to analyze grade level data to assist with instructional decisions. In addition, teachers will conference with students monthly to review district curriculum assessments to establish academic goals and review current progress. Parents will be invited to conference with teachers regarding student progress quarterly. Data notebooks, conference logs, assessment data, student's data page and lesson plans will be used to monitor this barrier.

PD Opportunity 1

Become familiar with Standards in Practice, Atlas and using the four phase data dialogue to analyze assessments. Teachers will utilize monthly common planning time to analyze grade level data to assist with instructional decisions. In addition, teachers will conference with students monthly to review district curriculum assessments to establish academic goals and review current progress. Parents will be invited to conference with teachers regarding student progress quarterly.

Facilitator

School based administrators a and District Specialists

Participants

Classroom Teachers

Schedule

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

G3.B10.S3 Teachers will review all assessments and group students into Tiers based on assessments. Teachers will implement small group instruction during Language Arts daily based on the needs of the students. Kindergarten thru 5th grade will implement guided reading instruction during Language Arts based on individual student needs as identified by district and common assessments. All 6th thru 8th grade students who scored a level 1 or 2 on the 2013 Florida Comprehensive Assessment Test 2.0 will be scheduled in Intensive Reading. In addition, Tier 3 students in 3rd thru 8th grade will be invited to participate in Saturday School as remediation strategy. Attendance logs, lesson plans, and assessment data will be utilized to monitor this barrier.

PD Opportunity 1

Review I -Ready (K-5), Achieve 3000 (3rd -8th), and Curriculum Guide Assessment (K -8th Grade) to group students into Tiers based on assessments. Teachers will implement small group instruction during Language Arts and extended hour daily based on the needs of the students. Kindergarten thru 5th grade teachers will implement teacher led groups during Language Arts and extended hour based on individual student needs as identified by district and common assessments. All 6th thru 8th grade students who are reading two or more years below grade level as indicated on Achieve 3000 will be scheduled into Reading Enrichment. In addition, Tier 3 students in Kindergarten thru 8th grade will receive additional reading support during the extended hour.

Facilitator

Reading Coaches and District Specialist

Participants

Classroom Teachers

Schedule

On 6/5/2015

G3.B13 Implementation of New Florida Common Core Standards and Assessments

G3.B13.S1 Implement the district curriculum that is aligned to the Florida State Standard

PD Opportunity 1

Teachers will participate in on-going professional development (i.e. job-embedded coaching cycles with district Specialist and school-based Reading Coach, unpacking the standards, understanding connections to curriculum guide, analyzing student data, aligning instruction to the four pillars, peer-to-peer observation, common planning time etc.) to understand how to implement the DCPS Instructional Framework Model utilizing the gradual release model with fidelity.

Facilitator

Reading Coaches, district reading specialist, teachers, Literacy Leadership Team

Participants

All stakeholders and teachers

Schedule

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

G4. Increase the percentage of student proficiency on the 2015 Florida State Assessment Writes to in 5th - 8th grade.

G4.B1 All teachers implementing Writer's Workshop with fidelity

G4.B1.S1 Students in 4th and 8th grade will participate in district writing prompts to focus on rigor and increase writing proficiency.

PD Opportunity 1

Participate in ongoing professional development provide that will focus on a variety of topics such as Gradual Release Model,analyzing student work, the writing process, the Florida Writes Rubric, implementing mentor text to teach writing crafts and integrating writing across the content areas.

Facilitator

School Based Coaches and District Specialist

Participants

Classroom Teachers

Schedule

PD Opportunity 2

Students will use the writing process daily, all writing will be dated and recorded in a journal, notebook or work folder for monitoring growth across time.

Facilitator

Participants

Schedule

G5. Goal 1 Increase the percentage of proficiency as measured on the Spring 2015 administration of the Math Florida State Assessment in 3rd – 8th grade students to 63 percent. Twenty-five percent (194) of students tested will score above proficiency on the The Florida State Assessment.

G5.B1 Low level reading skills make it difficult for students to understand math questions and vocabulary

G5.B1.S1 Teachers explicitly model how to use various strategies such as underlining and identifying patterns as a strategy to solve real world problems. Students will use correct mathematical vocabulary in everyday language to help explain their understanding of skills and concepts.

PD Opportunity 1

Ongoing professional development on infusing reading strategies into the instructional delivery

Facilitator

Math Coach, District Specialist, and Administrators

Participants

Math Teachers

Schedule

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

G5.B2 Teachers being able to effectively implement the Gradual Release Model utilizing Math Investigations and framework to meet the needs of all students during instructional delivery

G5.B2.S1 Survey teachers, quarterly, to identify their instructional needs.

PD Opportunity 1

Survey teachers, quarterly, to identify professional development needs.

Facilitator

Math Coach and Administration

Participants

Math Teachers

Schedule

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

PD Opportunity 2

Create a professional development calendar based on the needs of teachers determined by surveys and Walk throughs

Facilitator

Administration, Math Coach

Participants

Math Teachers

Schedule

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

G5.B3 Teachers implementing a rigorous 30 minute data driven math rotations to meet the needs of each student

G5.B3.S1 Teacher will utilize results from i-Ready assessment to provide students with remediation based on their individual needs.

PD Opportunity 1

Analyzing data from i-Ready diagnostic to form groups based on the individual needs of students

Facilitator

Math Coach, District Specialist and Administrators

Participants

Math Teachers

Schedule

Monthly, from 10/1/2014 to 6/5/2015

PD Opportunity 2

Professional development on using data to drive instruction for all students

Facilitator

Math Coach and District Specialist

Participants

Math Teachers

Schedule

Biweekly, from 10/1/2014 to 6/5/2015

G6. Increase the percentage of student proficiency to 55% on the 2015 Science FCAT 2.0 overall in 5th and 8th grade students.

G6.B3 teachers providing students with science instruction on a daily basis

G6.B3.S1 Provide teachers with ongoing professional development that will focus on aligning science instruction with Next Generation Sunshine State Standards utilizing the Gradual Release Model.

PD Opportunity 1

Ongoing professional development that is aligned with Next Generation Sunshine State Standards, implementing instruction utilizing the Gradual Release Day Model, providing students with differentiated instruction and implementing Coaching Cycles with Science Teachers

Facilitator

District Science Specialist, Science Lead Teacher and Administrator

Participants

Classroom Teachers

Schedule

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

G6.B3.S2 Science instruction will be taught daily at all grade levels

PD Opportunity 1

Implementation of Science Curriculum Guides

Facilitator

District Science Specialist, Science Lead Teacher, Administrators

Participants

Teachers, School-based Leadership Team

Schedule

On 6/4/2015

G6.B4 FCAT covers Science Benchmarks in Kindergarten - 5th grade and Middle school 6th -8th grade

G6.B4.S1 5th and 8th grade Science Teachers will embed RtI into the Science Block to review Benchmarks that are introduced to students prior to 5th and 8th grade

PD Opportunity 1

30 Minute Skills Block (5th Grade) and 15 Minute Skills Block (8th Grade) built into daily schedules to review skills that were previously taught in 5th and 8th grade.

Facilitator

District Science Specialist, Science Lead Teacher, and Administrator.

Participants

5th and 8th Grade Science Teachers.

Schedule

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

G6.B4.S2 5th and 8th Grade Science Teachers will implement the Florida Continuous Improvement Model

PD Opportunity 1

Professional Development on Analyzing Data to inform instruction using the 8-step model of the Florida Continuous Improvement Plan

Facilitator

District Science Specialists, Lead Science Teachers, Administrators

Participants

Teachers, School-based Leadership Team

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Technical Assistance Items

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