

Enterprise Learning Academy



2014-15 School Improvement Plan

Enterprise Learning Academy

8085 OLD MIDDLEBURG RD S, Jacksonville, FL 32222

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	57%

Alternative/ESE Center	Charter School	Minority
No	No	60%

School Grades History

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

Enterprise Learning Academy provides an engaging, positive, and collaborative community that educates and inspires students to become life-long leaders and learners.

Provide the school's vision statement

Our vision is to prepare all students with a solid academic, social, and emotional foundation so that they can become productive citizens in college and/or their chosen career.

School Environment

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

Student Climate Surveys are taken in the fall. Those results are analyzed and shared with the staff. Together we develop an action plan which will improve our deficient areas. Throughout the year we meet with and survey our student leaders to monitor the progress.

Student Group Sessions with Counselor- The counselor meets with identified groups of students who experience difficulties adhering to school rituals and routines; as well as groups who find themselves in need of routine meetings with the counselor

Principal-Student Mailbox- Students write letters to the principal to share concerns or things that are going well. The principal writes the students back to respond to their concerns and/or just to motivate and encourage.

Assistant Principal-Student Climate Feedback- Assistant Principal meets quarterly with all students and provides surveys to random to students. AP collects the surveys and uses their responses to provide feedback or make corrective actions

Student Council- Meets monthly to discuss the well-being of all students.

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

The school is highly committed to the belief that all students can meet high academic standards, and that we have the ability and the responsibility to help every child reach that potential. The school has created an environment where students feel safe and respected by:

_We meet with the entire 5th grade body (at least twice a year: mid-year and the end of the school year) to engage in discussions regarding safe and civil school. Students engage in team building activities and offer feedback to current programs and procedures in place and offer suggestions for new procedures.

-Provide students with experiences and opportunities to display leadership skills and to work collaboratively with peers: sports clubs, music clubs, brain brawl competitions, etc.

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

We believe that parents, students, and teachers working together to practice life skills, can maintain a positive, respectful learning climate at Enterprise Learning Academy. We work with students to help

them to replace inappropriate behaviors with positive ones. We believe we can encourage responsible behaviors and prevent misbehaviors in order to be highly engaged in instructional activities at all times.

School wide:

We implement positive behavior systems- Each classroom teacher utilizes a color-coded chart where students can clip up or down for their behaviors throughout the day. There are rewards and consequences assign to each color.

Students receive Incident Referrals for Class II infractions. When a student receives an Incident Referral, a teacher might call the parent, move him away from the situation, assign an extra duty, issue a time out, etc. When a student has received at least 3 Incident Referrals for one infraction, the student could receive a referral and be sent to the office.

Once a referral is written a student can receive a conference with administration, a conference with the parent and administration, an extra detail, or In School Suspensions

When a student has received at least three referrals he can engage in sessions with the school counselor, several days of In School Suspension, one or several day s of out of school suspension; depending on the severity of the infraction.

Every attempt is made to correct the misbehavior- via reward systems, behavior contracts, timeouts, and In School Suspension.

Teachers are trained on school-wide behavior expectation at the beginning of the school year. Other small group and individual training sessions are provided with identified teachers as needed based on their referral data or observation of ineffective classroom management practices.

Students engage in two school-wide (by grade level) behavior expectations assembly at the beginning of the school year and in January following the Winter Break.

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

-Military Family Counseling- We have a full time Military Family Counselor on staff. In addition to her weekly sessions and activities with students- she also meets with students, as needed individually to support emotional and behavioral needs.

-

-Counseling Sessions for Diverse Groups- Our school counselor and administrators meet with groups of students who are having difficulty adjusting in the classroom and sometimes outside of the classrooms (as requested by parents)

-Faith Base Community Partner - Our Faith-based partners provide and sponsor lots of incentives and dun programs to promote socially healthy students.

- Administrative team also mentors the Bottom Quartile students- meeting with them at least once every two weeks.

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

N/A

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

-N/A

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

Parent targets for Enterprise Learning Academy are listed below:

- Increase parent involvement in the area of student academic need
- Increase parent in involvement in the area of school activities
- Increase parent involvement in the area of school safety

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

SAC meetings are conducted monthly- 4th Monday of the month at 6:00 PM. Meetings are advertised through monthly newsletter, school's web site, e-mail invitations, School Messenger -Call outs, and at various Parent Nights. SAC members also seek out community members to invite depending on expressed needs.

School administrations also attends church services of local churches , and has also opened the building for Girl/Boy scout use, Weekly church services (Trinity Baptist at Oakleaf), as well as Homeowner Association meetings.

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
Wakefield, Aszolyn	Principal
Porter, Amanda	Instructional Coach
Dawkins, Misha	Instructional Coach
Tucker, Detra	Assistant Principal
Carter, Martin	Assistant Principal

Duties

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

- Principal(s): Provides a common vision for the use of data-based decision-making; ensures that the each team member monitors and supports instruction and student achievement through routine Professional Development, focus walks, and coaching sessions with the staff. The Principal facilitates weekly Leadership team meetings where data is discussed, Professional development is planned based on focus walks results.
- Assistant Principals: Analyze data, deliver professional development, conducts focus walks, feedback, coaching and modeling sessions with staff. Ensures that students are learning in the safest environment possible.
- School counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links 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.
- Instructional Coaches: Provide ongoing instructional support to teachers (Coaching, modeling, coaching cycles, professional development.)
- Professional Development Facilitator: Ensures that New teachers are paired with a mentor, also serves as a resource to new teachers and ensuring they receive all of their new teacher professional development

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

Identifying at risk students based on classroom and student data (i.e. content grades, CGAs, i-Ready, previous FCAT scores, prior retentions, and classroom observations) In addition to that a problem solving team has been established to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or academic behavioral support (supplemental or intensive). An intervention plan will be developed which indentifies a student's specific area of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Based on this information, the team may identify professional development activities to create effective learning opportunities. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Demetria Kyles	Parent
Shawntel Mack	Parent
Isabel Ford	Business/Community
Betty Page	Education Support Employee
Shelly Mixon	Teacher
Aszloyn N. Wakefield	Principal
Amanda Porter	Teacher
Patricia Johnson	Teacher
Phillip Crump	Business/Community
Barbara Jules	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC received quarterly updates on the School Improvement Plan .The updates were aligned with quarterly assessments to show that progress was being made toward the SIP goals. The assessment results were shared for students who were proficient and those who were not- as well as to plan for improving those students who were not proficient.

Development of this school improvement plan

The staff works in committees to develop their portions (Reading, Math, Science, etc.) of the SIP. The draft once completed is presented to the staff and then to the SAC for review. At this time SAC asks clarifying questions and makes recommendations.
The SAC meets monthly to discuss the progress of strategies being implemented, assessment results (being used to monitor achievement of the SIP goals
SAC monitors the progress of the strategies outlined in the SIP, and ultimately determines if the strategies implemented resulted in our school achieving its goals.

Preparation of the school's annual budget and plan

Based on our data results, SAC has input and approves how we spend dollars allocated for remediation.
Reading has continued to be our weakest area so most funds will be utilized to support this area.

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

Reading and Math Improvement.
Manipulatives and resources for small group remediation/reinforcement were purchased. Total budgeted was \$6,186.66

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
Porter, Amanda	Instructional Coach
Tucker, Detra	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team has three major initiatives this school year.

- 1) Improve writing performance by providing focused grammar lessons (K-5)
- 2) Extend reading and writing through each content area (K-5) response to learning; explaining thinking; explaining how to solve
- 3) Introduce, model, and teach the new 10 point writing rubric along with opinion writing and how to respond to literature.

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

- ~Faculty Meetings begin with a collaborative strategy or protocol that promotes teachers working together to problem solve, discuss, or engage in some non-threatening way.
- ~Teachers work collaboratively at least 3 times monthly with Instructional coaches and administration to collaboratively plan, develop assessments, and to analyze student work and data.
- ~Teacher write notes of thanks and appreciation to each other ("Rays of Sunshine")
- ~Teachers are recognized during for doing something well (strategy taught, implementing something new, etc.) during faculty meeting
- ~ Teachers provide professional development to their peers

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

Each new teacher receives a copy of the Faculty Handbook and reviews it with an administrator
Each new teacher is assigned a mentor (CET trained and rated as Effective as measured by the CAST)
Each new teachers works closely with the Professional Development Facilitator
Administrator will recognize teacher growth and accomplishments

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

Teachers assigned a grade level/subject area mentor (CET trained and rated Effective as measure by the CAST)
New teachers' PLC meet monthly with administration
Site-based coaches will model classroom instruction and other best practices to enhance classroom

instruction

Each new teacher receives grade level and vertical PLC support

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers receive ongoing professional development and engage in unpacking the standard with instructional coaches and administration.

Instructional Coaches and administration develop assessments and support teachers in developing lesson plans and activities aligned to the standards.

The instructional leadership team works together to provide and develop appropriate materials, strategies, and tools.

Teachers work collaboratively during their planning time to ensure or increase the rigor of activities

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

At the end of daily lessons students are given an Exit Ticket. These are used to determine students' understanding of the concepts/skills taught. Feedback is provided and a quick re-teach is provided for students who might need it.

After a complete standard is taught, students are given a quick check to determine if all aspects of a standard is understood. For students not mastering the standard, the teacher meets with these students in a daily small group while other students are engaging in center rotation activities to remediate or enrich skills. Students are assessed after a series of re-teach lessons are provided.

Re-teach lesson could be in the form of teaching a different strategy or utilizing Ready Common Core materials, I-ready lessons, to chunk the skills or concepts.

Once a unit is taught the students are given a Post assessment to determine understanding of several standards.

Students engage in differentiated centers, activities, small group instruction (Student or teacher-led)

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: 1,620

Math and Reading Enrichment/Intervention- twice per week (each group) from 8:30 to 9:00 AM- utilizing on-line learning- I-Ready and Achieve 3000
Tutoring with administration
Reading Interventionist

Strategy Rationale

Effective Small group instruction allows the instructor deliver specific explicit instruction monitor the student learning, provide immediate and feedback

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Tucker, Detra, tuckerd@duvalschools.org

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

The i-Ready program creates its on data based on student performance, to be collected and analyzed.

Assistant Principal will meet with students for data chats so that they monitor their progress as well

All students data is recorded and monitored in school's data room

Students also maintain data notebooks

Teachers engage in data discussions with administration monthly

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

Host tours for pre-school programs (and families) allowing students to visit Kindergarten classrooms. Provide local pre-school programs with Kindergarten expectations (program brochure) at the end of our academic school year.

Administrator monitors the instruction of Pre-K classes and provides feedback to ensure alignment to Kindergarten standards

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student performance in Science by implementing orally and written performance task in the content.
- G2.** Increase teacher expertise in content and pedagogy with lesson planning by aligning the complexity of the grade level standards and Test Item Specifications
- G3.** Increase student led opportunities by implementing daily authentic performance tasks, orally and in writing throughout the content areas.
- G4.** Provide more student centered activities that develop both collaborative and leadership skills to be more focused and purposeful.
- G5.** Improve the use of data to define what accommodations need to be implemented to enhance individual progress.
- G6.** Increase students' critical thinking abilities through problem solving strategies in all content areas.

Strategic Goals Detail

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

G1. Increase student performance in Science by implementing orally and written performance task in the content. 1a

G051767

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	52.0

Resources Available to Support the Goal 2

- Science Specialist
- Collaborative teacher assignments and opportunities
- Pearson: Interactive Science textbook/resources
- Curriculum Guides
- Literary Coach

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge from prior grade levels

Plan to Monitor Progress Toward G1. 8

Interpreting and adjusting action plan based on data from CGA's

Person Responsible

Martin Carter

Schedule

Every 2 Months, from 11/1/2014 to 5/29/2015

Evidence of Completion

Data from CGA, Teachers explicit action plan/Lesson planning in response to data.

G2. Increase teacher expertise in content and pedagogy with lesson planning by aligning the complexity of the grade level standards and Test Item Specifications 1a

G042123

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	72.0
AMO Math - All Students	65.0
FCAT 2.0 Science Proficiency	52.0

Resources Available to Support the Goal 2

- School-based coach
- District Curriculum Guides
- Collaborative Planning
- Novel study texts
- Florida Test Items Specification

Targeted Barriers to Achieving the Goal 3

- Teacher misconceptions of the standards

Plan to Monitor Progress Toward G2. 8

Monitor data results from CGAs, I-Ready, DAR, Teacher Made, Achieve 3000, and Write to learn assessments

Person Responsible

Detra Tucker

Schedule

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

Evidence of Completion

CGAs, I-Ready, Admin teacher data chats, Teacher student data chats, Student/Exit Tickets/ Check for understanding.

G3. Increase student led opportunities by implementing daily authentic performance tasks, orally and in writing throughout the content areas. **1a**

G042124

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Math - All Students	65.0
FCAT 2.0 Science Proficiency	52.0

Resources Available to Support the Goal **2**

- District purchased computer programs (i-Ready Math, Gizmos, Achieve 3000, Write to learn)
- Ready Common Core
- enVisionMath Common Core Reteach and Practice books
- ESE resource teachers
- School-based math and reading coach
- Science district specialist
- Student Contract/Expectation breaking rules

Targeted Barriers to Achieving the Goal **3**

- Lack of effective teaching strategies

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

District supported student assessments

Person Responsible

Aszolyn Wakefield

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Curriculum Guide Assessments, i-Ready reports, student assessment data tables and charts

G4. Provide more student centered activities that develop both collaborative and leadership skills to be more focused and purposeful. 1a

G042125

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	72.0
FCAT 2.0 Science Proficiency	52.0

Resources Available to Support the Goal 2

- Differentiated content focused center activities
- Performance Tasks
- Content Interactive Journals
- Project base technology activities

Targeted Barriers to Achieving the Goal 3

- Lack of student accountability in student centers

Plan to Monitor Progress Toward G4. 8

Student interactive journals, data collection (performance tasks)

Person Responsible

Aszolyn Wakefield

Schedule

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

Evidence of Completion

Student/teacher data tracking forms, progress reports, student work, center data

G5. Improve the use of data to define what accommodations need to be implemented to enhance individual progress. 1a

G042126

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	72.0
FCAT 2.0 Science Proficiency	52.0

Resources Available to Support the Goal 2

- District curriculum guides for math, reading and science
- District purchased computer programs data file (i-Ready Math, Gizmos, Achieve 3000, Write to learn)
- Grade level common planning data discussion
- School-wide data chats
- One on one teacher and administrator data chats

Targeted Barriers to Achieving the Goal 3

- Lack to teacher participation in grade level common planning data discussions

Plan to Monitor Progress Toward G5. 8

District CGAs, and Air Test

Person Responsible

Aszolyn Wakefield

Schedule

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

Evidence of Completion

District supported student quarterly tests and AIR test

G6. Increase students' critical thinking abilities through problem solving strategies in all content areas. 1a

G042127

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	72.0
FCAT 2.0 Science Proficiency	52.0

Resources Available to Support the Goal 2

- District curriculum guides, aligned investigations lessons, and Cpalms
- Pearson resources (interactive science, math investigations/envisions, novel studies, and close readings)
- Professional development with school based math and reading coaches
- Research based problem solving strategies

Targeted Barriers to Achieving the Goal 3

- Limited elementary specific problem solving strategies

Plan to Monitor Progress Toward G6. 8

District supported student assessments and AIR test

Person Responsible

Aszolyn Wakefield

Schedule

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

Evidence of Completion

CGA's, student assessment data tables and charts and AIR test

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase student performance in Science by implementing orally and written performance task in the content. **1**

 G051767

G1.B1 Lack of knowledge from prior grade levels **2**

 B130231

G1.B1.S1 Provide scaffolded support of prior grade level material with data from CGA baseline **4**

 S142261

Strategy Rationale

CGA baseline will indicate where the teacher needs to go to provide a stronger foundation to demonstrate mastery on the FCAT 2015 Science

Action Step 1 **5**

Using the data from the CGA baseline to fill in the misconceptions and gaps

Person Responsible

Martin Carter

Schedule

Quarterly, from 11/1/2014 to 5/29/2015

Evidence of Completion

Monitor the following CGA (CGA1 and CGA2) to ensure growth in weaknesses

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

Implementing check for understandings in science and monitoring the CGA data for growth

Person Responsible

Martin Carter

Schedule

Weekly, from 11/1/2014 to 5/29/2015

Evidence of Completion

CGA (1 and 2), Teacher created assessments, Student work/Interactive Journals

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

Students interactive response from teachers assessment and Pearson resources.

Person Responsible

Martin Carter

Schedule

Biweekly, from 11/1/2014 to 5/29/2015

Evidence of Completion

Student Interactive Journal, Student Reflections, Science Interactive Workbooks

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

Students interactive response from teachers assessment and Pearson resources.

Person Responsible

Martin Carter


Schedule

Biweekly, from 11/1/2014 to 5/29/2015


Evidence of Completion

Student Interactive Journal, Student Reflections, Science Interactive Workbooks

G2. Increase teacher expertise in content and pedagogy with lesson planning by aligning the complexity of the grade level standards and Test Item Specifications **1**

 G042123

G2.B1 Teacher misconceptions of the standards **2**

 B102629

G2.B1.S1 Leadership Team unpack standards and identify learning goals with teachers during collaborative planning. **4**

 S113764

Strategy Rationale

Teachers need support in unpacking and chunking the standards into manageable learning goals for the students

Action Step 1 **5**

Design and deliver professional development on unpacking the standards

Person Responsible

Aszolyn Wakefield

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

PD plan, agenda, sign-in sheets, unpacking Standards template and Exit Tickets

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

Observing the delivery of the lesson

Person Responsible

Aszolyn Wakefield

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Lesson plans review and feedback , feedback forms, informal observations, and Common Board Configuration

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

Identify the development of the learning goals during the unpacking process and that the learning goals are embedded within the lesson plans.

Person Responsible

Aszolyn Wakefield

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Explicit Lesson Planning, Unpacking the Standards template, and/or Test Item Specifications document


G3. Increase student led opportunities by implementing daily authentic performance tasks, orally and in writing throughout the content areas. 1

 G042124

G3.B1 Lack of effective teaching strategies 2

 B102634

G3.B1.S1 Collaborative planning and sharing effective teaching strategies proven by data. 4

 S113768

Strategy Rationale

Analyzing data from grade level teachers will reveal effective teaching strategies.

Action Step 1 5

Coaches schedule collaborative planning sessions to meet with grade levels to discuss data and teaching strategies.

Person Responsible

Detra Tucker

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Professional development agendas, common planning agendas, data

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

Lesson planning, Review of teacher-led small group documentation, classroom observations, walk-throughs

Person Responsible

Aszolyn Wakefield

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Informal observation forms, coaching feedback forms, walk-through notes

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

Data from common assessments created through grade level collaboration

Person Responsible

Detra Tucker

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student assessment data tables and charts

G4. Provide more student centered activities that develop both collaborative and leadership skills to be more focused and purposeful. 1

G042125

G4.B3 Lack of student accountability in student centers 2

B102644

G4.B3.S1 Teacher monitor students' interactive journals and provide feedback. 4

S113773

Strategy Rationale

To ensure consistency of students properly using and applying skills taught in the journals . To provide student center evidence and allow opportunities for teacher feedback.

Action Step 1 5

Weekly walk-through and checks for evidence of teacher feedback in student interactive journals

Person Responsible

Detra Tucker

Schedule

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

Evidence of Completion

Walk-through feedback forms, informal observations and student interactive journals

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

Walk-through feedback forms, informal observations and student interactive journals

Person Responsible

Aszolyn Wakefield

Schedule

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

Evidence of Completion

Walk-through feedback forms, informal observations and student interactive journals

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

Follow-up and admin feedback to observations

Person Responsible

Aszolyn Wakefield

Schedule

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


Evidence of Completion

Walk-through feedback forms, and informal observations


G5. Improve the use of data to define what accommodations need to be implemented to enhance individual progress. 1

 G042126

G5.B2 Lack to teacher participation in grade level common planning data discussions 2

 B102646

G5.B2.S1 Increase the understanding of how to use and represent data. 4

 S127365

Strategy Rationale

The same data can be represented in different ways.

Action Step 1 5

Monitor agenda sign in sheets for collaborative planning attendance on data sessions.

Person Responsible

Detra Tucker

Schedule

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

Evidence of Completion

Agenda sign in sheets, teacher data notebooks, lesson planning using data/teacher lesson plans

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

Monitor data chat form and use of data in notebook in lesson.

Person Responsible

Aszolyn Wakefield

Schedule

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

Evidence of Completion

Teacher data notebooks, teacher collaborative planning and data chat forms.

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

Student progress monitoring with district assessments

Person Responsible

Misha Dawkins

Schedule

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

Evidence of Completion

Monitor student for CGAs, i-Ready, teacher created assessments, Check for Understanding Assessments

G6. Increase students' critical thinking abilities through problem solving strategies in all content areas. 1

G042127

G6.B4 Limited elementary specific problem solving strategies 2

B102656

G6.B4.S1 Coaches continuous research for best practices on problem strategies suitable for elementary grade levels 4

S127364

Strategy Rationale

Some techniques are used in higher grade levels and contain unnecessary information for the elementary grade levels.

Action Step 1 5

Book study and/or article analysis on problem solving strategies

Person Responsible

Detra Tucker

Schedule

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

Evidence of Completion

Exit tickets for book study/article, Lesson planning with new strategy, Content charting on new strategy

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

Reviewing book study/article exit tickets for comprehension and observations

Person Responsible

Aszolyn Wakefield

Schedule

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

Evidence of Completion

Teachers submissions of exit tickets, and walk through feedback forms

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

Student progress monitoring with district assessments and teacher created assessments

Person Responsible

Aszolyn Wakefield

Schedule

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

Evidence of Completion

Data from CGA1, CGA2 , CGA3 assessment, progress monitoring in I-Ready, Florida Achieve 3000, Exit Tickets and Post Test

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	Design and deliver professional development on unpacking the standards	Wakefield, Aszolyn	8/25/2014	PD plan, agenda, sign-in sheets, unpacking Standards template and Exit Tickets	5/29/2015 weekly
G3.B1.S1.A1	Coaches schedule collaborative planning sessions to meet with grade levels to discuss data and teaching strategies.	Tucker, Detra	8/25/2014	Professional development agendas, common planning agendas, data	5/29/2015 weekly
G4.B3.S1.A1	Weekly walk-through and checks for evidence of teacher feedback in student interactive journals	Tucker, Detra	9/1/2014	Walk-through feedback forms, informal observations and student interactive journals	5/29/2015 weekly
G6.B4.S1.A1	Book study and/or article analysis on problem solving strategies	Tucker, Detra	9/29/2014	Exit tickets for book study/article, Lesson planning with new strategy, Content charting on new strategy	5/29/2015 monthly
G5.B2.S1.A1	Monitor agenda sign in sheets for collaborative planning attendance on data sessions.	Tucker, Detra	10/6/2014	Agenda sign in sheets, teacher data notebooks, lesson planning using data/ teacher lesson plans	5/29/2015 biweekly
G1.B1.S1.A1	Using the data from the CGA baseline to fill in the misconceptions and gaps	Carter, Martin	11/1/2014	Monitor the following CGA (CGA1 and CGA2) to ensure growth in weaknesses	5/29/2015 quarterly
G1.MA1	Interpreting and adjusting action plan based on data from CGA's	Carter, Martin	11/1/2014	Data from CGA, Teachers explicit action plan/Lesson planning in response to data.	5/29/2015 every-2-months
G1.B1.S1.MA1	Students interactive response from teachers assessment and Pearson resources.	Carter, Martin	11/1/2014	Student Interactive Journal, Student Reflections, Science Interactive Workbooks	5/29/2015 biweekly
G1.B1.S1.MA1	Students interactive response from teachers assessment and Pearson resources.	Carter, Martin	11/1/2014	Student Interactive Journal, Student Reflections, Science Interactive Workbooks	5/29/2015 biweekly
G1.B1.S1.MA1	Implementing check for understandings in science and monitoring the CGA data for growth	Carter, Martin	11/1/2014	CGA (1 and 2), Teacher created assessments, Student work/Interactive Journals	5/29/2015 weekly
G2.MA1	Monitor data results from CGAs, I-Ready, DAR, Teacher Made, Achieve 3000, and Write to learn assessments	Tucker, Detra	9/15/2014	CGAs, I-Ready, Admin teacher data chats, Teacher student data chats, Student/Exit Tickets/ Check for understanding.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Identify the development of the learning goals during the unpacking process and that the learning goals are embedded within the lesson plans.	Wakefield, Aszolyn	8/25/2014	Explicit Lesson Planning, Unpacking the Standards template, and/or Test Item Specifications document	5/29/2015 weekly
G2.B1.S1.MA1	Observing the delivery of the lesson	Wakefield, Aszolyn	8/25/2014	Lesson plans review and feedback , feedback forms, informal observations, and Common Board Configuration	5/29/2015 weekly
G3.MA1	District supported student assessments	Wakefield, Aszolyn	8/25/2014	Curriculum Guide Assessments, i-Ready reports, student assessment data tables and charts	5/29/2015 weekly
G3.B1.S1.MA1	Data from common assessments created through grade level collaboration	Tucker, Detra	8/25/2014	Student assessment data tables and charts	5/29/2015 weekly
G3.B1.S1.MA1	Lesson planning, Review of teacher-led small group documentation, classroom observations, walk-throughs	Wakefield, Aszolyn	8/25/2014	Informal observation forms, coaching feedback forms, walk-through notes	5/29/2015 weekly
G4.MA1	Student interactive journals, data collection (performance tasks)	Wakefield, Aszolyn	9/22/2014	Student/teacher data tracking forms, progress reports, student work, center data	5/29/2015 biweekly
G4.B3.S1.MA1	Follow-up and admin feedback to observations	Wakefield, Aszolyn	9/1/2014	Walk-through feedback forms, and informal observations	5/29/2015 weekly
G4.B3.S1.MA1	Walk-through feedback forms, informal observations and student interactive journals	Wakefield, Aszolyn	9/1/2014	Walk-through feedback forms, informal observations and student interactive journals	5/29/2015 weekly
G5.MA1	District CGAs, and Air Test	Wakefield, Aszolyn	10/6/2014	District supported student quarterly tests and AIR test	5/29/2015 annually
G5.B2.S1.MA1	Student progress monitoring with district assessments	Dawkins, Misha	10/6/2014	Monitor student for CGAs, i-Ready, teacher created assessments, Check for Understanding Assessments	5/29/2015 biweekly
G5.B2.S1.MA1	Monitor data chat form and use of data in notebook in lesson.	Wakefield, Aszolyn	10/6/2014	Teacher data notebooks, teacher collaborative planning and data chat forms.	5/29/2015 biweekly
G6.MA1	District supported student assessments and AIR test	Wakefield, Aszolyn	10/6/2014	CGA's, student assessment data tables and charts and AIR test	5/29/2015 quarterly
G6.B4.S1.MA1	Student progress monitoring with district assessments and teacher created assessments	Wakefield, Aszolyn	10/6/2014	Data from CGA1, CGA2 , CGA3 assessment, progress monitoring in I-Ready, Florida Achieve 3000, Exit Tickets and Post Test	5/29/2015 monthly
G6.B4.S1.MA1	Reviewing book study/article exit tickets for comprehension and observations	Wakefield, Aszolyn	10/6/2014	Teachers submissions of exit tickets, and walk through feedback forms	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student performance in Science by implementing orally and written performance task in the content.

G1.B1 Lack of knowledge from prior grade levels

G1.B1.S1 Provide scaffolded support of prior grade level material with data from CGA baseline

PD Opportunity 1

Using the data from the CGA baseline to fill in the misconceptions and gaps

Facilitator

Amanda Cummings

Participants

All grades K-5 science concentrate

Schedule

Quarterly, from 11/1/2014 to 5/29/2015

G2. Increase teacher expertise in content and pedagogy with lesson planning by aligning the complexity of the grade level standards and Test Item Specifications

G2.B1 Teacher misconceptions of the standards

G2.B1.S1 Leadership Team unpack standards and identify learning goals with teachers during collaborative planning.

PD Opportunity 1

Design and deliver professional development on unpacking the standards

Facilitator

Misha Dawkins and Shirley Scott

Participants

K- 5th grade literacy, math and science teachers

Schedule

Weekly, from 8/25/2014 to 5/29/2015

G3. Increase student led opportunities by implementing daily authentic performance tasks, orally and in writing throughout the content areas.

G3.B1 Lack of effective teaching strategies

G3.B1.S1 Collaborative planning and sharing effective teaching strategies proven by data.

PD Opportunity 1

Coaches schedule collaborative planning sessions to meet with grade levels to discuss data and teaching strategies.

Facilitator

School-based math and reading coach

Participants

Grades K-5 math teachers, ESE resource teachers

Schedule

Weekly, from 8/25/2014 to 5/29/2015

G5. Improve the use of data to define what accommodations need to be implemented to enhance individual progress.

G5.B2 Lack to teacher participation in grade level common planning data discussions

G5.B2.S1 Increase the understanding of how to use and represent data.

PD Opportunity 1

Monitor agenda sign in sheets for collaborative planning attendance on data sessions.

Facilitator

Reading and math coaches, assistant principals and principal

Participants

K-5 teachers and inclusion ESE teachers

Schedule

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

G6. Increase students' critical thinking abilities through problem solving strategies in all content areas.

G6.B4 Limited elementary specific problem solving strategies

G6.B4.S1 Coaches continuous research for best practices on problem strategies suitable for elementary grade levels

PD Opportunity 1

Book study and/or article analysis on problem solving strategies

Facilitator

Math and Reading Coaches

Participants

K-5 teachers and inclusion ESE teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0