

Bayview Elementary School



2014-15 School Improvement Plan

Bayview Elementary School

3257 LAKE SHORE BLVD, Jacksonville, FL 32210

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

60%

Alternative/ESE Center

No

Charter School

No

Minority

59%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

C

B

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

Mission

To provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement

Vision

Every student is inspired and prepared for success in college or a career, and life.

School Environment

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

Through strong connections to the community, including parents, churches and businesses, we are able to better serve our students. Bayview has a Parent-liaison who provides opportunities and events beyond Orientation and Open House for teachers, parents, students and volunteers to build relationships. Parents were met outside for events such as "donuts for Dads" and muffins for Moms". Day and evening sessions include guest speakers such as guidance counselors, academic coaches, and Family Resource Center counselors. Parents participated in a 5-month book talk using "30 Ways in 30 Days to Save Your Family." To promote literacy, a book give-away is included in all activities. Three faith-based organizations provided weekly food bags, winter coats, and Christmas gifts for needy families. Through all of these activities we were able to build stronger relationships and deeper understanding of students' cultures.

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

Bayview is a small school in a mostly single-family-home neighborhood, with families established here for generations. Extended Day is offered from 7-8 am and 3-6 pm, so there are always adults on duty before and after school hours. When students arrive for opening of school at 8 am they are greeted by teachers and administrators who know them by name. During dismissal all teachers and administrators are part of an organized transition to safely deliver students to buses, day-care vans, cars or awaiting parents. On a recent Gallup survey, 81% of 5th graders were "thriving" in terms of well-being.

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

All Bayview teachers are trained in and use the CHAMPS behavior plan. All teachers use a 5-block behavior chart, on which students move their clips up or down as a result of their own choices/actions:

FANTASTIC You are making awesome, excellent choices

GOOD JOB I made a bad choice, but I am still having a good day

SATISFACTORY/WARNING Seat change: I need to make better choices

TIME OUT/NOTE HOME Time outside the classroom in a supervised area. Parent contacted

REFERRAL Poor choices; discipline referral to the office
The Assistant Principal reviews all discipline referrals and takes action in accordance with the Elementary Student Code of Conduct.

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

Bayview has a full-time Guidance Counselor who provides classroom instruction to all students on topics such as bullying, communication skills, etc. Bayview students can be referred to the Westside Resource Center for counseling, and if accepted, receive counseling services at school. A night-time Student Option for Success (SOS) program is available for students with chronic behavioral issues.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/190448>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

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
Jordan, Brenda	Principal
Wheeler, Jeravon	Assistant Principal
Shephard, Tangela	Guidance Counselor
Newman, Andrea	Instructional Coach
England, Nicole	Instructional Coach

Duties

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

Brenda Jordan, Principal: Provides common vision, monitors implementation, provides professional development opportunities

Jeravon Wheeler, Assistant Principal: Assists in the design and implementation of progress monitoring, data collection and analysis, monitors classroom implementation of best practices

Andrea Newman, Reading Coach: Identifies teacher and student needs and works with teachers to provide strategies to assist; models research-based instructional strategies for teachers; facilitates professional development, assists in the monitoring of data

Michelle Worthy, Varying Exceptionalities Teacher: Provides direct intervention services to identified students and tracks student progress, assists in the monitoring of data

Nicole England, ESE Site coach: Provides direct intervention services to autistic inclusion students, models research based instructional strategies for teachers of students with autism, assists in the monitoring of data

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 MTSS problem solving process is used throughout the development of the School Improvement Plan. The team reviews multiple current and universal data sources (school climate, FCAT, CGAs.), and based on analysis of data, areas in need of improvement are identified. The team develops evidence-based strategies, sets up a monitoring plan, including assessment, monitoring and review timelines. Findings, plans, and monitoring results are shared with School Advisory Council.

Title I funds will pay for two teachers, one Parent/volunteer liaison, and grade level field trips.

All students receive free lunch through the CEO program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Brenda Jordan	Principal
Eric Hysler	Parent
Michelle Worthy	Teacher
Jerry Drake	Parent
Gwen Calipso	Student
Christy Davis	Business/Community
Marta Goss	Parent
Verna Fields	Business/Community
Joice Finley	Education Support Employee

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 SIP training provided by Niki Micheau, last year's SIP was reviewed. It was noted that the plan had too many goals that were written as SMART goals, rather than strategic goals. During pre-planning, the SIP was discussed (including the difference between strategic goals and SMART goals). It was proposed and approved by the faculty, that we would have one strategic goal this year related to writing across the curriculum.

Development of this school improvement plan

SIP Goals and Problem Solving Worksheet were discussed during Leadership Team meetings and during early release PLC on September 17, 2014 with all members of ELA, Math, Science PLC's participating. The draft SIP was presented to the SAC committee at the September 18, 2014 meeting. The draft SIP was approved.

Preparation of the school's annual budget and plan

SAC received \$1,920.85 in May 2014 but has not created a plan for the budget at this time.

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

\$593.00 was left over from the 2012-13 school year. The SAC approved using this money for student incentives for those who participated in after school tutoring in preparation for FCAT

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
Jordan, Brenda	Principal
Wheeler, Jeravon	Assistant Principal
Newman, Andrea	Instructional Coach
Rentz, Nancy	Instructional Media
Duck, Sheila	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

School-wide Literacy Campaign was launched with a rally which included an assembly with Jacksonville Giants mascot, Mr. Bigg who promised tickets, tee shirts and wrist bands for students who participate and are successful in meeting reading goals. Other school-wide Literacy plans include

Book of the Month

25 book campaign

Character parade

Principal's challenge

Monthly Writer's tea with Principal

Quarterly reading goals
End of year celebration

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

Teachers have multiple opportunities for planning and collaboration, including common planning periods every day; vertical team planning once per month; and Professional Learning Community (PLC) planning twice each month. Monthly faculty meetings include food, fun activities and teachers sharing best practices. This year we are using the results of the three surveys (FAME, Gallup, TNTP) to identify areas for improvement.

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

Three teachers were placed at Bayview after being surplussed from other schools. They were assigned to grade levels/subject areas which best fit their experience level and expertise. Two first year teachers were hired after interning at Bayview last year, where they demonstrated high levels of professionalism and potential.(Principal)

Reading and ESE coaches provide modeling and feedback; professional development sessions; and assistance in all academic areas.(Coaches)

Professional development is offered weekly during grade-level meetings; bi-weekly during vertical planning meetings and early release PLCs.(Coaches, AP, Principal).

One struggling teacher was placed on a Success Plan to provide the assistance needed to improve instructional delivery (Principal)

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

Bayview Elementary school's teacher mentoring program consists of CET trained teachers who have taken workshops through Duval County and or UNF workshops that assist teachers with building capacity within a building. Each new teacher to Bayview Elementary is assigned a peer mentor. Our novice teachers will be mentored by experienced teachers who we have paired up based on commonalities. The novice teacher will have their mentors acclimate them to the State of Florida professional requirements. New teachers meet with their mentors bi-weekly to work on classroom management as well as how to use their data to drive instruction. The Instructional coach, District professional development cadre, administrators and our PDF will also work and support the growth our new teachers. Additionally, we will have district reading, science, coaches who will be assisting us this year with our new district curriculum pedagogy. All of our mentee (novice) teachers and mentors will meet once a month to guide, collaborate, observe and provide feedback to new teachers through the MINT program. We are in the process of setting up model classrooms for ELA and Math for the primary and intermediate grades. We are focused in our mentoring and support of our new teachers. Within our mentoring program we strive to retain and promote a community of learners. We currently have 7 novice teacher and mentors partnered them with.

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

DCPS provides Curriculum Guides which are detailed, daily lesson guides that are aligned with Florida State Standards. Coaches and Lead teachers attend monthly subject area coaches workshops and share information with other teachers at school. Administrators visit classrooms frequently to monitor adherence to the district's 'four pillars of excellence' plan, which includes Engagement, Rigor, Ownership, and Understanding.

Instructional Strategies

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

Teachers use baseline data to identify students falling into three tiers (low, medium, high) achievement levels. Sources of baseline data include FCAT, Curriculum Guide Assessments; DAR; iReady and FLKRS. During the 'you do' portion of the gradual release lesson model, students are grouped according to need and receive differentiated instruction. Computer programs such as iReady and Achieve 3000 adjust lessons based on student data. Teacher generated work centers and small group are differentiated based on achievement levels.

As the year progresses and more data is available, teachers will prioritize benchmarks according to student needs and incorporate remediation and review into the daily schedule.

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: 700

Professional Development is offered during monthly faculty meetings.

Strategy Rationale

Faculty meetings are not used to provide information that can be disseminated through email, memos, etc. It is used for whole-group, collaborative professional development.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Jordan, Brenda, jordanb4@duvalschools.org

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

No data has been collected.

Strategy: After School Program

Minutes added to school year: 1,920

After school tutoring

Strategy Rationale

Students in grades 3-5 who are struggling to attain proficiency are invited to participate in an 8-week after school tutoring program, two days per week for two hours each day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jordan, Brenda, jordanb4@duvalschools.org

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

Curriculum Guide Assessments will be used to determine if tutoring is effective.

Strategy: Extended School Day

Minutes added to school year: 600

Students in the extended day after school program receive assistance with homework and math and reading enrichment in the computer lab using iReady and Achieve 3000 for individualized instruction.

Cathedral Arts provides a dance class two days per week for 25 girls

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jordan, Brenda, jordanb4@duvalschools.org

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

No data is collected by Extended day teachers. Data from iReady and SuccessMaker is available to homeroom and subject area teachers.

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

Kindergarten teachers emphasize rituals and routines to help with the adjustment from preschool programs. They use FLKRS and teacher made assessment tools to determine readiness for

Kindergarten that allows them to group students heterogeneously for whole group, and for small group, based on ability level. They start with number/letter recognition and rhyming skill activities to assess ability levels. Teachers use centers, such as listening, computer, white board, manipulative table, and reading small groups. Parents are encouraged to be active and they are provided an orientation booklet that includes information on classroom rituals and routines, daily schedules, field trips, contact information, and disciplinary guidelines.

Fifth grade students engage in Individual Academic Career Planning. Through this process students begin to set short and long term goals for middle and high school. The students participate in age-appropriate, developmentally designed activities that assess student interest, aptitudes, and achievements and they are encouraged to modify their educational plans to reflect academic changes along the way. The students participate in guided tours from peers at our feeder middle school. They are able to hear an overview of the middle school day, by speaking with teachers, counselors, administrators, and middle school students. They are exposed to the expectations and consequences of the typical middle school student. Parents and students are invited to participate in information sessions to help them prepare for the middle school entity.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Improve students' ability to write in response to text, by increasing the writing instructional time and by using strategies that support Florida State Standards.

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. Improve students' ability to write in response to text, by increasing the writing instructional time and by using strategies that support Florida State Standards. 1a

 G044786

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	50.0

Resources Available to Support the Goal 2

- District provided Curriculum Guides
- Professional Development opportunities
- Instructional coach
- Write to Learn computer based instruction

Targeted Barriers to Achieving the Goal 3

- Students have little or no experience writing with new FSS standards.
- Teachers have limited knowledge and experience in teaching to FSS.

Plan to Monitor Progress Toward G1. 8

Teacher generated and/or district timed writing assessment data will be used to determine progress.

Person Responsible

Brenda Jordan

Schedule

Monthly, from 10/31/2014 to 2/27/2015

Evidence of Completion

Results from the assessments will measure student progress and may possibly identify additional professional development needs of teachers and/or support needed from District specialists.

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. Improve students' ability to write in response to text, by increasing the writing instructional time and by using strategies that support Florida State Standards. **1**

 **G044786**

G1.B1 Students have little or no experience writing with new FSS standards. **2**

 **B110352**

G1.B1.S1 Add 30 minutes of dedicated writing each day for students in grades 3-5. Reading, Math, and Science teachers will have a 30 minute block each day for writing. Homerooms will rotate periodically so students will have additional opportunity to write in response to Math and Science text as well as Literature in Reading class. **4**

 **S121818**

Strategy Rationale

By creating a daily teacher schedule that includes a dedicated writing time, it is more likely that teachers will actually include these activities, increasing the amount of time students will have to write across the curriculum.

Action Step 1 **5**

Each grade 3-5 homeroom teacher will have a dedicated 30 minute block each day for writing.

Person Responsible

Andrea Newman

Schedule

Daily, from 9/22/2014 to 6/5/2015

Evidence of Completion

Teachers will bring evidence of student writing to grade-level weekly meetings.

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

Reading coach and/or an administrator will attend grade-level weekly meetings.

Person Responsible

Andrea Newman

Schedule

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

Evidence of Completion

Examples of student work. Grade level meeting minutes.

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

Students will keep a writing journal with writing samples scored using a writing rubric.

Person Responsible

Andrea Newman


Schedule

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


Evidence of Completion

Reading coach and administrators will review journals monthly to monitor student work and growth.

G1.B2 Teachers have limited knowledge and experience in teaching to FSS. 2

 B110358

G1.B2.S1 Teachers will receive professional development through district workshops, grade level meetings, PLC meetings and vertical team meetings to address strategies to teach new FSS writing standards. 4

 S121822

Strategy Rationale

Teachers will improve their ability to teach writing through grade level and vertical collaboration.

Action Step 1 5

The Reading Coach will conduct a needs assessment to determine the professional development needs, and will plan in-house professional development opportunities, accordingly. All grade 3-5 teachers will attend district level writing workshops to develop skills in teaching and evaluating student writing in accordance with the state writing rubric.

Person Responsible

Andrea Newman

Schedule

On 9/24/2014

Evidence of Completion

The Reading Coach will develop a Professional Development Calendar to address the prioritized needs of writing teachers.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will ensure PD opportunities are provided in accordance with the PD calendar and will monitor teacher attendance.

Person Responsible

Brenda Jordan

Schedule

Monthly, from 9/26/2014 to 6/26/2015

Evidence of Completion

Agendas, minutes and sign -in sheets from grade level meetings, vertical team meetings and PLC meetings.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration will get feedback from teachers and instructional coaches to evaluate the effectiveness of the professional development opportunities.

Person Responsible

Brenda Jordan

Schedule

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

Evidence of Completion

Teachers will complete exit tickets for all PD opportunities. Administration will conduct classroom visits to look for implementation of strategies and student achievement.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Each grade 3-5 homeroom teacher will have a dedicated 30 minute block each day for writing.	Newman, Andrea	9/22/2014	Teachers will bring evidence of student writing to grade-level weekly meetings.	6/5/2015 daily
G1.B2.S1.A1	The Reading Coach will conduct a needs assessment to determine the professional development needs, and will plan in-house professional development opportunities, accordingly. All grade 3-5 teachers will attend district level writing workshops to develop skills in teaching and evaluating student writing in accordance with the state writing rubric.	Newman, Andrea	9/24/2014	The Reading Coach will develop a Professional Development Calendar to address the prioritized needs of writing teachers.	9/24/2014 one-time
G1.MA1	Teacher generated and/or district timed writing assessment data will be used to determine progress.	Jordan, Brenda	10/31/2014	Results from the assessments will measure student progress and may possibly identify additional professional development needs of teachers and/or support needed from District specialists.	2/27/2015 monthly
G1.B1.S1.MA1	Students will keep a writing journal with writing samples scored using a writing rubric.	Newman, Andrea	9/29/2014	Reading coach and administrators will review journals monthly to monitor student work and growth.	5/29/2015 monthly
G1.B1.S1.MA1	Reading coach and/or an administrator will attend grade-level weekly meetings.	Newman, Andrea	9/29/2014	Examples of student work. Grade level meeting minutes.	5/29/2015 weekly
G1.B2.S1.MA1	Administration will get feedback from teachers and instructional coaches to evaluate the effectiveness of the professional development opportunities.	Jordan, Brenda	5/29/2015	Teachers will complete exit tickets for all PD opportunities. Administration will conduct classroom visits to look for implementation of strategies and student achievement.	5/29/2015 monthly
G1.B2.S1.MA1	Administration will ensure PD opportunities are provided in accordance with the PD calendar and will monitor teacher attendance.	Jordan, Brenda	9/26/2014	Agendas, minutes and sign -in sheets from grade level meetings, vertical team meetings and PLC meetings.	6/26/2015 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. Improve students' ability to write in response to text, by increasing the writing instructional time and by using strategies that support Florida State Standards.

G1.B1 Students have little or no experience writing with new FSS standards.

G1.B1.S1 Add 30 minutes of dedicated writing each day for students in grades 3-5. Reading, Math, and Science teachers will have a 30 minute block each day for writing. Homerooms will rotate periodically so students will have additional opportunity to write in response to Math and Science text as well as Literature in Reading class.

PD Opportunity 1

Each grade 3-5 homeroom teacher will have a dedicated 30 minute block each day for writing.

Facilitator

Reading coach

Participants

Grade 3-5 teachers

Schedule

Daily, from 9/22/2014 to 6/5/2015

G1.B2 Teachers have limited knowledge and experience in teaching to FSS.

G1.B2.S1 Teachers will receive professional development through district workshops, grade level meetings, PLC meetings and vertical team meetings to address strategies to teach new FSS writing standards.

PD Opportunity 1

The Reading Coach will conduct a needs assessment to determine the professional development needs, and will plan in-house professional development opportunities, accordingly. All grade 3-5 teachers will attend district level writing workshops to develop skills in teaching and evaluating student writing in accordance with the state writing rubric.

Facilitator

Reading coach, Andrea Newman

Participants

All grade 3-5 teachers.

Schedule

On 9/24/2014