

Waterleaf Elementary



2014-15 School Improvement Plan

Waterleaf Elementary

450 KERNAN BLVD N, Jacksonville, FL 32225

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
45%

Alternative/ESE Center
No

Charter School
No

Minority
56%

School Grades History

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

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

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

Provide the school's vision statement

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

School Environment

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

Waterleaf Elementary has monthly family nights that enable teachers and parents to talk and work together for the growth of our students. Cultural awareness is evident in instruction, social environments, and aspects. Teachers at Waterleaf Elementary also send home individual student interest surveys at the beginning of the school year in order to learn more about the individual students and their families. The survey discusses likes and dislikes, family and academic endeavors. These surveys are used to strengthen relationships with students and parents by addressing their individual needs. The surveys are also used to assist with programming that encourage active parent and student involvement and makes them feel welcome at our school.

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

Our schoolwide behavior system encourages students to talk to adults if they feel unsafe or disrespected in any situation. We encourage students to look to other adults in their lives for encouragement and/or advice. Assemblies have been held to discuss discipline with emphasis on bullying, and respectful behaviors for all students and adults. Students recite the Wolfpack pledge daily and are encouraged to engage in an act of kindness every day. The relationships that the staff and administration build with students on a daily basis help students to feel safe within the school. All doors leading from the outside are kept locked during school hours and all visitors must sign in at the front office to receive a visitor's pass. All teachers and staff wear identification so that students know who they can turn to for assistance when needed.

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 school personnel are trained in CHAMPs protocol and use this as the main behavioral system to set expectations for behavior. Rituals and routines are in place to ensure engagement and compliance. Classroom referrals are used prior to school referrals which include contact with parents, conferences, and Rtl meetings. Positive referrals are also used to encourage responsible behavior.

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

The guidance counselor works with students every Friday using Character Education protocols and Second Step curriculum. The media specialist develops lessons based on the character trait of the

month. Full Service schools works with individual students and their families when needed. We also have a volunteer program based on conflict resolution.

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

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

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

Waterleaf Elementary communicates with parents via the home-school communication, The Howler, bi-weekly. The school's vision and mission are communicated through this means as well. The digital marquee and the school messenger keep parents apprised of upcoming events. Progress reports and report cards are sent home every 4-5 weeks. PTA is highly involved in communicating with parents and business partners. Parents receive progress reports the fifth week of each nine week period to keep them informed of their student's progress. They also receive regular updates from their child's teacher on the progress via the home-school communication folder.

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

Community partnerships are secured via our assistant principal and our PTA. The community is very involved in providing resources such as manual labor, supporting family nights, incentives for students, etc. We have partnerships with several local businesses, including, but not limited to, Fresh Market, Chili's, B.J.'s Wholesale Club, East Pointe Baptist Church and CareSpot. They attend several of our family nights and donate multiple items to support our school's programs.

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
Brady, Lisa	Principal
Brown, Janet	Instructional Coach
Smith, Cynthia	Assistant Principal
Towns, Tiffany	Assistant Principal

Duties

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

The Leadership Team is directly involved with developing and implementing the School Improvement Plan. All members are also part of our Extended Leadership Team, who meet after school weekly to discuss implementation of the SIP. Members will use the problem-solving strategy to look at data, identify needs of the school and individual teachers and students, and will develop strategies and interventions to help meet the goals of the SIP. The principal is key to providing instructional leadership within the school. She actively leads professional development, models lessons for teachers and conducts observations of teachers, giving specific feedback to assist them in their professional growth. The principal also meets with parents and community members to address their needs and build relationships/partnerships with them. The assistant principals also provide instructional leadership within the school. They are instrumental in planning and providing professional development to teachers through PLC's and WOW Days. They conduct observations and provide feedback to teachers. They are also responsible for key operations within the school, including but not limited to supervising paraprofessionals, coordinating testing, textbooks, supervising office staff and custodians and coordinating transportation. Both assistant principals have the responsibility of overseeing subject area instruction within the school; one is responsible for math, the other is responsible for science. The school Instructional Coach is responsible for planning and providing professional development for teachers in the area of Reading instruction. She also leads teachers through coaching cycles and provides support as needed. She leads teachers through data analysis and using that data to plan future instruction. She also heads up our i-Ready and FLKRS testing.

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

MTSS/RTI meets twice a month. The team attends all districts workshops concerning Rtl and brings back any/all relevant info to the faculty and presents at meetings and/or trainings to ensure information is received. An agenda is established based upon teacher concerns in the classroom related to academics and/or behavior. The team discusses the concern(s) and assists the teacher in developing a plan for intervention(s) (tier 2 & 3). The team members meet regularly with the staff to assist in supporting the implemented plans. Assistance may include, but is not limited to, conducting classroom observations, assisting with collecting appropriate data, developing graphs/charts that are used to monitor plan progress. Each member of the RTI team are also members of a school-wide team. For example, reading/writing, math/science, accountability, foundations.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lisa G. Brady	Principal
Shannon Padilla	Parent
Aimee Hendrix	Teacher
Jose Gomez	Parent
Maribel Carmona	Parent
Marilynn Urquieta	Business/Community
Hongying Song	Business/Community
Joy Spencer	Parent
Lee Favre	Parent
Natalia Valenzuela	Parent
Laura Oksendahl	Parent
	Parent
Jennifer Castengera	Student

Duties

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

Evaluation of last year's school improvement plan

SAC evaluated the goals and objectives each month last year and made suggestions to add or take away items based on how successful they were.

Development of this school improvement plan

SAC was involved in the beginning processes of the SIP this year at the Sept. 4, 2014 meeting. They will be able to see the finished product and make suggestions at the October 23, 2014 meeting.

Preparation of the school's annual budget and plan

SAI dollars will be used for a Reading Interventionist for students needing Tier 3 instruction. This was voted on by SAC.

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

\$750 was spent on an i-Pad and case with key board.

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
Brady, Lisa	Principal
Brown, Janet	Instructional Coach
Smith, Cynthia	Assistant Principal
Towns, Tiffany	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives are to train and provide modeling for the gradual release method, new software programs (Achieve 3000, Write to Read). The team will also participate in the Rtl work at the school this year. They will provide valuable input into interventions and strategies needed to move our students.

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 are given 45 minutes a day for collaborative planning. PLC's are guided by the Principal, Assistant Principals and Instructional coach once a week. A half day of professional development is provided by the Principal, Assistant Principals and Instructional coach once a month for each grade level. Teachers work together to address assessments, lesson planning, data driven center rotations, and small group instruction. Team building activities are included in each professional development and PLC session to assist teachers with getting to know each other and to foster positive working relationships.

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

1. Meet with mentors weekly to discuss various concerns and issues.
2. Coach provides support and models demo lessons in classrooms.
3. Principal will meet with each grade level every week to provide support.
4. Encourage participation in professional development that will enhance professional growth.
5. Team building activities each month and during weekly professional development meetings.

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

We have paired all first year teachers and teachers who are new to Waterleaf with an experienced, effective teacher. They have common planning time built into their schedules every day. At least one of these days should be used to meet with their mentees. Mentors will observe their mentees and provide feedback while also opening up their own classroom for them to visit.

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 follow the curriculum guides provided by Duval County Public Schools. These curriculum guides have been aligned to the new Florida State Standards. Teachers use the item specifications provided by the state to guide their instruction as well. Teachers analyze the item specifications and results from district-provided curriculum guide assessments (CGAs) and computer assessments such as i-Ready and Achieve 3000 to plan differentiated instruction for students. They use the curriculum materials provided by the district to plan specific, meaningful instruction for students. These include Houghton Mifflin Reading, Math Investigations and Envisions. Fidelity is monitored by the administrative staff.

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

Data from curriculum guide assessments, classroom assessments, i-Ready and Achieve 3000 is used to plan for small group instruction that is differentiated based on the student need. Small groups range from lower 25% to the top 25% providing either intervention or enrichment. Intervention lessons are based on student need and identified through assessments that provide information on strands that are not mastered. Enrichment is provided for those students who are proficient and need guidance in maintaining their proficiency or improving their level.

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: 54,000

We offer Extended Day at our school before and after school. Students receive extra enrichment activities such as computers, physical fitness activities, and sports programs.

Strategy Rationale

Students who need after school care should also receive academic instruction as a way of enriching or intervening in their academic lives.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Smith, Cynthia, smithc7@duvalschools.org

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

When analyzing students data, we keep tracked of who is participating in the program. Students on the computers will be utilizing the same programs from the school day and their progress is tracked through the program and reviewed. Attendance is also tracked as we have found most students who participate in the program have an excellent attendance rate.

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

In order to prepare the Pre-K students for easy transition into Kindergarten classrooms, the Pre-K programs at our school follow the reading, writing and math standards used in Kindergarten and integrates social studies and science throughout the curriculum. The Pre-K classroom teachers also implement the same rituals and routines as the Kindergarten classrooms in order to prepare them for a smooth transition into Kindergarten. Our Kindergarten students are assessed using i-Ready, FLKRS, and teacher made assessments. Within the first 45 days of enrollment, kindergarten students are given two assessments; the FLKRS for kindergarten readiness and i-Ready to obtain a pre-reading and math benchmark. These results are used to group students for differentiated instruction and provide strategies for immediate intensive intervention.

In order to prepare fifth grade students for an easy transition to middle school, our fifth grade teachers follow the reading, writing, math and science Florida Standards and integrate social studies into our reading instruction. Fifth grade students change classes throughout the day to prepare them for changing classes in middle school. Fifth grade students are assessed using classroom assessments, district CGAs, i-Ready, Achieve 3000 and the Florida State Assessment to determine readiness for sixth grade. Results from assessments are used to group students for differentiated instruction and provide strategies for immediate, intensive instruction. The guidance counselor provides fifth grade students with career planning sessions as well to assist them with planning for the future and deciding on courses to take once they transition to middle school.

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.** Decrease the SESIR violations by 1%.
- G2.** Increase the percentage of lowest quartile learning gains in Math by 4% or more.
- G3.** Increase the percentage of lowest quartile learning gains in Reading by 6% or more.
- G4.** Increase the percentage of learning gains in Math by 4% or more.
- G5.** Increase the percentage of learning gains in Reading by 3% or more.
- G6.** Increase the percentage of proficiency (3 or above) in Reading on the 2015 Spring FSA by 1% or more. Increase the percentage of students scoring at level 4 and above by at least 1%.
- G7.** Increase the percentage of proficiency (3 or above) in Math on the 2015 FSA by 3% or more. Increase the percent of students scoring at level 4 and above by at least 1%.
- G8.** Increase the percentage of proficiency (3 or above) in Science on the 2015 FCAT 2.0 by 2%. Increase the percent of students scoring at level 4 and above by at least 2%.
- G9.** Increase the parent participation in family nights by 10%.
- G10.** Decrease retention rate by 1%
- G11.** The number of students with excessive absences will decrease by 3%. The number of students with excessive tardies and early checkout will decrease by 3%.
- G12.** Increase the percentage of students scoring at proficiency on the Writing FSA by 20%.

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. Decrease the SESIR violations by 1%. 1a

G043744

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	1.0
Discipline incidents	1.0

Resources Available to Support the Goal 2

- Full Service Schools
- Behavior Tools training
- FBA

Targeted Barriers to Achieving the Goal 3

- Lack of teachers trained in management protocols.

Plan to Monitor Progress Toward G1. 8

Classroom referrals and school referrals for specific teachers will be used as data.

Person Responsible

Lisa Brady

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Observations including formal and informal CAST.

G2. Increase the percentage of lowest quartile learning gains in Math by 4% or more. 1a

G043714

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	60.0

Resources Available to Support the Goal 2

- i-Ready Math (Diagnostics, Lessons)
- Math Center Rotations
- Teacher-led small group instruction
- Manipulatives
- Interactive Whiteboards

Targeted Barriers to Achieving the Goal 3

- Lack of student fluency with Math facts
- Student Comprehension of math word problems

Plan to Monitor Progress Toward G2. 8

Curriculum Guide Assessments (CGAs), i-Ready data, Achieve 3000 data, classroom assessments, and report card grades will be utilized by the leadership team to monitor the progress of bottom quartile students.

Person Responsible

Lisa Brady

Schedule

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

Evidence of Completion

Curriculum Guide Assessments (CGAs), i-Ready data, Achieve 3000 data, classroom assessments, and report card grades analyzed by the leadership team.

G3. Increase the percentage of lowest quartile learning gains in Reading by 6% or more. 1a

G043713

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Achieve 3000 i-Ready Leveled Readers RtI Tier 3 small group instruction via Interventionist

Targeted Barriers to Achieving the Goal 3

- Reading below proficiency level

Plan to Monitor Progress Toward G3. 8

Data will be collected through bi-weekly assessments, CGA's, and exit tickets.

Person Responsible

Lisa Brady

Schedule

Biweekly, from 9/25/2014 to 4/17/2015

Evidence of Completion

Logs, lesson plans, and data from assessments will be used to demonstrate whether student progress is being made.

G4. Increase the percentage of learning gains in Math by 4% or more. 1a

G043712

Targets Supported 1b

Indicator	Annual Target
Math Gains	75.0

Resources Available to Support the Goal 2

- classroom teachers
- district specialist
- i-Ready Diagnostic
- Math Investigations
- Envisions
- CPALMS
- Xtramath.org
- Gizmos

Targeted Barriers to Achieving the Goal 3

- complexity of assessments

Plan to Monitor Progress Toward G4. 8

CGA Data, i-Ready Diagnostic Data and classroom assessment data will be used to monitor progress

Person Responsible

Lisa Brady

Schedule

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

Evidence of Completion

CGA Data, i-Ready Diagnostic Data and classroom assessment data will be analyzed to determine student proficiency in the identified Math strands.

G5. Increase the percentage of learning gains in Reading by 3% or more. 1a

G043710

Targets Supported 1b

Indicator	Annual Target
Non-proficient Reading by Grade 03	3.0

Resources Available to Support the Goal 2

- 1. Achieve 3000
- i-Ready
- Novel studies
- Comprehension toolkit

Targeted Barriers to Achieving the Goal 3

- Students exposure to non-fiction text

Plan to Monitor Progress Toward G5. 8

Achieve 3000 data reports.

Person Responsible

Lisa Brady

Schedule

Biweekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Achieve 3000 data reports. Formal and informal classroom assessments.

G6. Increase the percentage of proficiency (3 or above) in Reading on the 2015 Spring FSA by 1% or more. Increase the percentage of students scoring at level 4 and above by at least 1%. 1a

G043658

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	72.0

Resources Available to Support the Goal 2

- 1. Classroom Teachers 2. District specialists 3. School Based Coach 4. Novel Studies 5. Curriculum Guides 6. Achieve 3000 7. i-Ready 8. Curriculum Guide Assessments 9. RTI Intervention 10. Interactive Journals 11. Small Group Instruction

Targeted Barriers to Achieving the Goal 3

- 1. Students reading below grade level.

Plan to Monitor Progress Toward G6. 8

Monitor DAR/Reading CGA administration and data collection
FCAT 2.0 data

Person Responsible

Tiffany Towns

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Students increase their reading level

G7. Increase the percentage of proficiency (3 or above) in Math on the 2015 FSA by 3% or more. Increase the percent of students scoring at level 4 and above by at least 1%. 1a

G043659

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	77.0

Resources Available to Support the Goal 2

- Classroom Teachers District specialists iReady and Ready Common Core District Curriculum guides Coach Academy Teacher Academy Curriculum Resources (Investigations and Envision) Gizmos Curriculum Guide Assessments

Targeted Barriers to Achieving the Goal 3

- Lack of Math fluency
- New state assessment format

Plan to Monitor Progress Toward G7. 8

We will use the CGA data, and iReady data to determine the progress of our students.

Person Responsible

Lisa Brady

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Data notebooks, assessment data will be used to track student progress in specified math standards.

G8. Increase the percentage of proficiency (3 or above) in Science on the 2015 FCAT 2.0 by 2%. Increase the percent of students scoring at level 4 and above by at least 2%. 1a

G043660

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal 2

- Science Lab Achieve 3000 Science Fair projects Lab Inquiry Interactive Journal Teachers

Targeted Barriers to Achieving the Goal 3

- Science Lab with adequate equipment/supplies

Plan to Monitor Progress Toward G8. 8

Student data will be analyzed as soon as new data is available using CGA.

Person Responsible

Cynthia Smith

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Data Notebooks will be used to track students performance on CGAs and classroom assessments. Adjustments to instruction will be made as needed based on this data.

G9. Increase the parent participation in family nights by 10%. 1a

G043662

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Active and involved teachers, staff, and administrators Planned monthly family nights Supportive PTA

Targeted Barriers to Achieving the Goal 3

- Academic nights not heavily attended

Plan to Monitor Progress Toward G9. 8

Check in with each team responsible for events and gather feedback for future planning

Person Responsible

Cynthia Smith

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Notes from meeting survey results attendance logs

G10. Decrease retention rate by 1% 1a

G043663

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	72.0

Resources Available to Support the Goal 2

- 1. Classroom Teachers 2. District Specialist 3. School Based Coaches 4. Parents

Targeted Barriers to Achieving the Goal 3

- 1. Novice Teachers/ Students performance below grade level content 2. District level support 3. Time spent with students 4. Lack of Knowledge and Pedagogy/Content

Plan to Monitor Progress Toward G10. 8

Assessment data will be monitored regularly and Academic Improvement plans will be created based on the results of the data. Each student/ parent will understand their plan and the improvements needed to increase proficiency.

Person Responsible

Lisa Brady

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Students increased proficiency in all content areas and grade levels.

G11. The number of students with excessive absences will decrease by 3%. The number of students with excessive tardies and early checkout will decrease by 3%. 1a

G043664

Targets Supported 1b

Indicator	Annual Target
Attendance rate	
Attendance rate	

Resources Available to Support the Goal 2

- 1. AIT Team 2. School messenger phone call 3. Parent Portal

Targeted Barriers to Achieving the Goal 3

- Education of parents on the importance of attendance and their student's academic success.

Plan to Monitor Progress Toward G11. 8

Attendance will be calculated at the end of the year to see progress or lack of

Person Responsible

Lisa Brady

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Data collection, attendance records

G12. Increase the percentage of students scoring at proficiency on the Writing FSA by 20%. 1a

G043666

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Write to Learn Achieve 3000 District training Performance Assessments matched to the 2015 spring writing assessment

Targeted Barriers to Achieving the Goal 3

- Students below grade level in writing

Plan to Monitor Progress Toward G12. 8

Monitor assessments given by the district and writing samples taken periodically throughout the year.

Person Responsible

Lisa Brady

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Students score "proficient" on grade-appropriate rubrics.

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. Decrease the SESIR violations by 1%. **1**

 G043744

G1.B1 Lack of teachers trained in management protocols. **2**

 B116437

G1.B1.S1 Prioritize staff that would benefit from training **4**

 S128128

Strategy Rationale

Teachers with the highest number of repeat offenders.

Action Step 1 **5**

Provide training to those teachers and staff members who are identified as needing additional support.

Person Responsible

Lisa Brady

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Sign in sheets and agendas will be used as evidence of completion. Successful completion of this training will result in consistent, effective CHAMPS implementation in all classrooms.

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

Observation of teachers after the initial training has taken place.

Person Responsible

Lisa Brady

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Observations including formal and informal CAST.

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

Observation of teachers after the initial training has taken place.

Person Responsible

Lisa Brady

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Observations including formal and informal CAST.

G2. Increase the percentage of lowest quartile learning gains in Math by 4% or more. 1

G043714

G2.B4 Lack of student fluency with Math facts 2

B116331

G2.B4.S1 Assess students regularly on fluency with math facts 4

S128193

Strategy Rationale

If students are fluent with their math facts, they will be able to concentrate on the process of solving problems.

Action Step 1 5

Provide students with opportunities to practice basic math facts

Person Responsible

Lisa Brady

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Periodic assessments to ascertain student fluency with basic math facts,

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Teacher lesson plans will be checked to monitor for student opportunity to practice basic math skills.

Person Responsible

Lisa Brady

Schedule

On 6/5/2015

Evidence of Completion

Teacher lesson plans with evidence of opportunity for students to practice basic math skills.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

CGAs, i-Ready Math, and classroom assessments will be used to monitor student progress on basic math fact fluency.

Person Responsible

Lisa Brady


Schedule

Monthly, from 9/2/2014 to 6/5/2015


Evidence of Completion

Students scores on math proficiency tests will increase throughout the year.

G2.B5 Student Comprehension of math word problems 2

 B116332

G2.B5.S1 Incorporate reading strategies in math 4

 S128067

Strategy Rationale

By incorporating Reading Strategies into Math lessons, students will be able to better comprehend what the word problem is asking them so that they can correctly solve the problem.

Action Step 1 5

Teachers will conducted differentiated small group instruction for students in their identified areas of deficit.

Person Responsible

Tiffany Towns

Schedule

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

Evidence of Completion

Small group lesson plans

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Administrators will check teachers' lesson plans weekly for evidence of small group instruction and the incorporation of reading strategies within their instruction.

Person Responsible

Lisa Brady

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teacher lesson plans, administrators' classroom visit logs.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Bottom quartile students' progress will be monitored throughout the school year via CGA's, report card grades and classroom assessments.

Person Responsible

Lisa Brady

Schedule

On 6/5/2015

Evidence of Completion

CGA data, classroom assessment data, report card grades

G2.B5.S2 Math small group instruction 4

S128068

Strategy Rationale

By providing students with targeted math instruction in a small group setting, teachers can increase student comprehension of math word problems.

Action Step 1 5

Differentiated Math small group instruction and center rotations

Person Responsible

Tiffany Towns

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Teacher small group lesson plans

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Administrators will monitor teacher small group lesson plans weekly.

Person Responsible

Lisa Brady

Schedule

On 6/5/2015

Evidence of Completion

Administrators' walk through logs

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

Student results on CGAs, i-Ready diagnostics, and classroom assessments will be monitored.

Person Responsible

Lisa Brady

Schedule

On 6/5/2015


Evidence of Completion

Student results on CGAs, i-Ready diagnostics, and classroom assessments

G3. Increase the percentage of lowest quartile learning gains in Reading by 6% or more. 1

 G043713

G3.B1 Reading below proficiency level 2

 B117879

G3.B1.S1 Intervention for students reading below grade level via Tier 3 instruction. 4

 S129637

Strategy Rationale

Tier 3 instruction is vital for students who are reading below grade level.

Action Step 1 5

A reading interventionist will work with students scoring a 1 or 2 on the previous FCAT.

Person Responsible

Lisa Brady

Schedule

Weekly, from 9/25/2014 to 4/17/2015

Evidence of Completion

The interventionist will maintain a log as evidence of the activity.

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

Interventionist will turn in logs to administration every week.

Person Responsible

Lisa Brady

Schedule

Weekly, from 9/25/2014 to 4/17/2015

Evidence of Completion

Interventionist logs will be collected and reviewed weekly as evidence of compliance.

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

Administration will monitor lesson plans for effectiveness. Assessments will be given bi-weekly to assess the growth of students working with the interventionist.

Person Responsible

Lisa Brady

Schedule

Biweekly, from 9/25/2014 to 4/17/2015


Evidence of Completion

Logs and lesson plans will be collected and used to monitor effectiveness. Students will show an increase of proficiency on the bi-weekly assessments.


G4. Increase the percentage of learning gains in Math by 4% or more. **1**

 G043712

G4.B2 complexity of assessments **2**

 B116541

G4.B2.S1 Utilize item specifications to create classroom assessments **4**

 S128252

Strategy Rationale

Utilizing the item specifications will allow teachers to create targeted lessons and assessments to prepare students for the FSA.

Action Step 1 **5**

Analyze the item specifications to create exit tickets and classroom assessments

Person Responsible

Tiffany Towns

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teacher-made exit tickets and classroom assessments will align with Florida State Item Specifications and will provide rigorous performance tasks for students to complete.

Action Step 2 **5**

Create lesson plans to address the item specifications in classroom and small group instruction

Person Responsible

Tiffany Towns

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans will reflect the item specifications applicable for the lessons taught. Small group plans will reflect instruction on item specifications that students are experiencing difficulty with as determined by assessments.

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

Teacher lesson plans will be monitored by the administration to ensure that the item specifications are being used to plan instruction and assessments.

Person Responsible

Lisa Brady

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Teacher lesson plans will be checked for rigorous instruction aligned with item specifications; administrator visit logs will provide evidence of monitoring by administration.

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

Students' progress on CGAs, i-Ready Diagnostics and classroom assessments will be used to monitor effectiveness.

Person Responsible

Lisa Brady

Schedule

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

Evidence of Completion

CGA data, i-Ready Diagnostic data, classroom assessment data of academic improvement of students in the assessed areas.

G5. Increase the percentage of learning gains in Reading by 3% or more. 1

G043710

G5.B1 Students exposure to non-fiction text 2

B116474

G5.B1.S1 Implement Achieve 3000 with fidelity. 4

S130665

Strategy Rationale

Achieve 3000 is a computer based program that levels students based on their reading level of non-fiction text.

Action Step 1 5

Achieve 3000 will be utilized daily during rotations to increase student exposure to non-fiction text.

Person Responsible

Janet Brown

Schedule

Daily, from 9/8/2014 to 6/5/2015

Evidence of Completion

Achieve 3000 data.

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

Teachers and Instructional coach will monitor reports provided by Achieve 3000.

Person Responsible

Janet Brown

Schedule

Biweekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Achieve 3000 data based on student progress. Proficiency will steadily increase as evidenced by Lexile levels improving.

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

Teachers will monitor the effectiveness via assessments. Teachers will provide items to work on during rotations and at home.

Person Responsible

Janet Brown

Schedule

Biweekly, from 9/8/2014 to 6/5/2015


Evidence of Completion

Achieve 3000 data reports. Formal and informal classroom assessments.

G6. Increase the percentage of proficiency (3 or above) in Reading on the 2015 Spring FSA by 1% or more. Increase the percentage of students scoring at level 4 and above by at least 1%. 1

 G043658

G6.B1 1. Students reading below grade level. 2

 B107047

G6.B1.S1 Literacy teachers will implement the DCPS Instructional Framework Model, K-5 4

 S118381

Strategy Rationale

Action Step 1 5

Participate in PD on how to implement the DCPS Instructional Framework Model...I Do, We Do, You Do...through Common Planning time, and weekly grade level meetings with Reading Coach, Lesson Studies...

Person Responsible

Janet Brown

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Lesson Plans Classroom observations

Action Step 2 5

Plan and implement lessons following DCPS Instructional framework with Reading Coach and grade level team during weekly common planning time.

Person Responsible

Janet Brown

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Weekly Common Planning Time minutes Lesson Plans

Action Step 3 5

Deliver appropriately-paced lessons that allow all students an opportunity to practice new skills and strategies.

Person Responsible

Janet Brown

Schedule

On 6/5/2015

Evidence of Completion

Lesson plans Classroom observations

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

All teachers will participate in weekly professional development focusing on how to implement the DCPS Instructional Framework Model...I Do, We Do, You Do. During daily Common Planning time/weekly grade level meetings, the Reading Coach will provide support, using the DCPS Coaching Cycle. The coach will document sessions and follow-up with administration during weekly Leadership meetings in order to communicate needs within the school. Reading Coach and administration will monitor lesson plans and observe instruction in order to ensure proper implementation of the DCPS Instructional framework.

Person Responsible

Janet Brown

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Lesson Plans Agendas Data Logs

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

Lesson plans that include the DCPS Instructional Framework, classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms

Person Responsible

Lisa Brady


Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

CGAs DAR 2014 FCAT 2.0

G6.B1.S2 Literacy teachers will gain a better understanding of how to select and use complex text to drive instruction, K-5 **4**

 S118382

Strategy Rationale

Action Step 1 **5**

Participate in PD related to how to select grade-level appropriate, complex text that provide rigor for all students

Person Responsible

Schedule

Evidence of Completion

Lesson plans PD agendas Classroom obs

Action Step 2 **5**

Incorporate writing-based performance tasks where students will be asked to respond to one or more text based questions and cite evidence from the text to support their answers.

Person Responsible

Schedule

Evidence of Completion

Lesson plans Student work samples/interactive journals/perf tasks Anecdotal notes from conferences Classroom obs

Action Step 3 **5**

(K-2) Plan and implement lessons using complex texts: What will keep students engaged in reading and what will make them work?

(3-5) Plan and implement lessons for novel studies that will promote opportunities for accountable talk, Socratic Seminars, think-pair-share, literature circles.

Person Responsible

Schedule

Evidence of Completion

Lesson plans Student work samples/interactive journals Anecdotal notes from conferences
Classroom obs

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

All teachers will participate in professional development related to how to select grade-level appropriate, complex text that provide rigor for all students. In grades 3-5, teachers will plan and implement lessons for novel studies that will promote opportunities for accountable talk, Socratic Seminars, think-pair-share, and literature circles. Reading Coach will provide support to all teachers in selecting and using appropriate texts that are both rigorous and engaging to students. Admin will observe classroom instruction to monitor the implementation of using complex text in all classrooms. The assigned District Literacy Specialist will provide support as needed.

Person Responsible

Schedule

Evidence of Completion

Lesson Plans Observations Logs

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

Lesson plans (to include use of complex text/novel studies), classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms

Person Responsible

Schedule

Evidence of Completion

CGAs DAR 2014 FCAT 2.0

G6.B1.S3 Literacy teachers will differentiate instruction through daily rotations as noted in the Districts Instructional framework. 4

 S118383

Strategy Rationale

Action Step 1 5

Participate in PD re: differentiated instruction to meet the needs of all learners via common planning time, support from Reading Coach, professional book studies, and lesson studies.

Person Responsible

Schedule

Evidence of Completion

Common planning time notes Lesson plans PD agendas

Action Step 2 5

Implement daily rotations that directly support needs of all learners as indicated by data and regular progress monitoring.

Person Responsible

Schedule

Evidence of Completion

Classroom Obs Lesson plans for small group ins Student data Anecdotal notes

Action Step 3 5

Develop a system to inform students of their appropriate “choices” during daily rotations that are appropriately tiered.

Person Responsible

Schedule

Evidence of Completion

Classroom Obs Lesson Plans Student work Menu/choice board

Plan to Monitor Fidelity of Implementation of G6.B1.S3 6

All teachers will participate in professional developed focused on differentiated instruction to meet the needs of all learners via common planning time, support from Reading Coach, professional book studies, and lesson studies. Reading Coach and admin will observe in classrooms to determine who needs additional support related to implementation. Reading Coach will use DCPS Coaching Cycle to assist any teacher(s) to demonstrate a need for support.

Person Responsible

Schedule

Evidence of Completion

Lesson Plans Logs Data Sheets Observations

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 7

Lesson plans)to include tiered/leveled activities), classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms

Person Responsible

Schedule

Evidence of Completion

CGAs DAR 2014 FCAT 2.0

G7. Increase the percentage of proficiency (3 or above) in Math on the 2015 FSA by 3% or more. Increase the percent of students scoring at level 4 and above by at least 1%. 1

G043659

G7.B5 Lack of Math fluency 2

B116639

G7.B5.S1 Provide students with fluency practice with Math facts. 4

S128325

Strategy Rationale

If students are fluent in basic math facts, they can concentrate more on problem solving,

Action Step 1 5

Utilize math fluency resources to increase math fluency (flash cards, smart boards, mimios, and center games)

Person Responsible

Tiffany Towns

Schedule

Daily, from 9/2/2014 to 6/5/2015

Evidence of Completion

Teacher lesson plans, center rotation plans

Plan to Monitor Fidelity of Implementation of G7.B5.S1 6

Teacher lesson plans and center plans

Person Responsible

Lisa Brady

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Teacher lesson plans and center rotation plans

Plan to Monitor Effectiveness of Implementation of G7.B5.S1 7

CGA data, classroom assessments and i-Ready diagnostics

Person Responsible

Lisa Brady


Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

CGA data, classroom assessments and i-Ready diagnostics

G7.B7 New state assessment format 2

 B116641

G7.B7.S1 Instruct students on the eight Math Practices to assist students with solving complex, multi-step mathematical problems. 4

 S128342

Strategy Rationale

This will assist students with problem-solving techniques to increase their ability to solve complex math problems.

Action Step 1 5

Instruct students on the eight mathematical practices to increase students mathematical proficiency.

Person Responsible

Lisa Brady

Schedule

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

Evidence of Completion

Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G7.B7.S1 6

Teacher lesson plans will be monitored for instruction in the eight mathematical practices

Person Responsible

Lisa Brady

Schedule

Evidence of Completion

Teacher lesson plans, student work, administrative walk throughs

Plan to Monitor Effectiveness of Implementation of G7.B7.S1 7

CGA data, iReady Diagnostics and classroom assessments will be used to monitor effectiveness

Person Responsible

Lisa Brady

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

GA data, iReady Diagnostics and classroom assessments

G8. Increase the percentage of proficiency (3 or above) in Science on the 2015 FCAT 2.0 by 2%. Increase the percent of students scoring at level 4 and above by at least 2%. 1

G043660

G8.B2 Science Lab with adequate equipment/supplies 2

B107051

G8.B2.S1 Science Lab with adequate equipment and supplies 4

S129596

Strategy Rationale

A science lab with adequate equipment and supplies will enable students to have hands-on experiences which will enhance their learning of the content required for proficiency in Science.

Action Step 1 5

The science lab will be an integral part of student learning in order to enhance content knowledge.

Person Responsible

Cynthia Smith

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Science Lab schedule; Science Fair projects

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Administration will monitor lesson plans and scheduled visits to the Science Lab.

Person Responsible

Cynthia Smith

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Lesson plans; scheduled lab visits; observations of lab experiments.

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

Data will be collected via strand assessments, CGA's, and exit tickets.

Person Responsible

Cynthia Smith


Schedule

Biweekly, from 9/8/2014 to 6/5/2015


Evidence of Completion

Data from the strand assessments, CGA's, and exit tickets.

G9. Increase the parent participation in family nights by 10%. 1

 G043662

G9.B3 Academic nights not heavily attended 2

 B107055

G9.B3.S1 Combine academic nights with a fun activity 4

 S118393

Strategy Rationale

Action Step 1 5

Link a fun activity with all academic nights

Person Responsible

Cynthia Smith

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Calendar Written plan Attendance sheet

Plan to Monitor Fidelity of Implementation of G9.B3.S1 6

Notifications of events, implementation of events and invitations to community members to participate in events will be monitored for effectiveness.

Person Responsible

Cynthia Smith

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Attendance logs Notes from planning meetings

Plan to Monitor Effectiveness of Implementation of G9.B3.S1 7

Track effectiveness of event by giving a survey

Person Responsible

Tiffany Towns

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Survey results will be analyzed to assist with planning for future events.

G9.B3.S2 Bring in community resources to add excitement (business partners) 4

 S118394

Strategy Rationale

Action Step 1 5

Call business partners/free resources to see who wants to participate and when

Person Responsible

Schedule

Evidence of Completion

Phone logs Calendar of events

Action Step 2 5

Set up welcome area for business partners and community members to make them feel appreciated

Person Responsible

Schedule

Evidence of Completion

Checklist

Plan to Monitor Fidelity of Implementation of G9.B3.S2 6

Check notes from meetings to make sure community members are booked to attend

Person Responsible

Schedule

Evidence of Completion

Checklist Notes from meetings

Plan to Monitor Effectiveness of Implementation of G9.B3.S2 7

Assess effectiveness of family nights

Person Responsible

Schedule

Evidence of Completion

Checklists Surveys Attendance Logs

G9.B3.S3 Advertise and provide incentives to students and parents **4**

 S118395

Strategy Rationale

Action Step 1 **5**

Create small flier to go home stating contest/deadline

Person Responsible

Schedule

Evidence of Completion

Flier

Action Step 2 **5**

Ask teachers to talk up the event and provide the incentives for attendance

Person Responsible

Schedule

Evidence of Completion

Attendance Logs

Action Step 3 **5**

Plan announcements for students on the morning news

Person Responsible

Schedule

Evidence of Completion

News recordings Attendance logs

Plan to Monitor Fidelity of Implementation of G9.B3.S3 6

Check and make sure all teachers have the incentives ready to go

Person Responsible

Schedule

Evidence of Completion

Surveys Ask students

Plan to Monitor Effectiveness of Implementation of G9.B3.S3 7

Track number of people who attended and compare to last year

Person Responsible

Schedule

Evidence of Completion

Sign-in sheet attendance

G9.B3.S4 Bring in food from the community 4

 S118396

Strategy Rationale

Action Step 1 5

Call Business Partners

Person Responsible

Schedule

Evidence of Completion

Phone log Participation rate

Action Step 2 5

Purchase food and snacks

Person Responsible

Schedule

Evidence of Completion

checklist

Plan to Monitor Fidelity of Implementation of G9.B3.S4 6

Monitor food stations

Person Responsible

Schedule

Evidence of Completion

Checklist

Plan to Monitor Effectiveness of Implementation of G9.B3.S4 7

Track inventory of food and profit from sales


Person Responsible

Schedule


Evidence of Completion

Spreadsheet Profit for school

G10. Decrease retention rate by 1% **1**

 G043663

G10.B1 1. Novice Teachers/ Students performance below grade level content 2. District level support 3. Time spent with students 4. Lack of Knowledge and Pedagogy/Content **2**

 B107056

G10.B1.S1 Identify struggling students within the first few weeks of school. **4**

 S118397

Strategy Rationale

Action Step 1 **5**

Participate in professional development; plan lessons and differentiate to meet struggling students' needs.

Person Responsible

Janet Brown

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Meeting Minutes Common Planning Time Lesson Plans Data collection Anecdotal notes

Action Step 2 **5**

Monitor the progress students are making on assessments and create future lessons that allow opportunity for struggling students to learn new skills.

Person Responsible

Lisa Brady

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Performance Tasks Interactive Journals Lesson Plans Student Work

Action Step 3 5

Continuously support students and use data to drive instruction.

Person Responsible

Janet Brown

Schedule

Daily, from 9/2/2014 to 6/5/2015

Evidence of Completion

Performance Tasks Interactive Journals Lesson Plans Student Work

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

Participate in professional development; plan lesson and differentiate to meet struggling student's needs.

Person Responsible

Janet Brown

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Meeting Minutes Common Planning Time Performance Task Interactive Journals Lesson Plans Student Work

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

Data Chats
Common Planning with minutes
Formal/Informal Observations
Lesson Plan with evidence of differentiated Instruction

Person Responsible

Schedule

Evidence of Completion

Assessments Lesson Plans Logs

G10.B1.S2 Create an individualized intervention plan to meet that students individual learning needs. 4

 S118398

Strategy Rationale

Action Step 1 5

Teachers will use assessment and teacher data to track the proficiency of students

Person Responsible

Schedule

Evidence of Completion

Lesson Plans Data Notebook

Action Step 2 5

Keep an individualized notebook on each student's progress.

Person Responsible

Schedule

Evidence of Completion

Data Notebook Student Work

Action Step 3 5

Teachers will use this data to create and differentiate lessons.

Person Responsible

Schedule

Evidence of Completion

Lesson Plans Data Notebook

Plan to Monitor Fidelity of Implementation of G10.B1.S2 6

Teachers will use assessment and teacher data to track the proficiency of students.

Person Responsible

Schedule

Evidence of Completion

Lesson Plans Data Notebook

Plan to Monitor Effectiveness of Implementation of G10.B1.S2 7

Data Chats
Common Planning with minutes
Formal/Informal Observations
Lesson Plan with evidence of differentiated Instruction

Person Responsible

Schedule

Evidence of Completion

Assessments Lesson Plans Logs

G10.B1.S3 Meet with the parent within a month of initiating that plan and provide strategies parents can use at home with the child. 4

 S118399

Strategy Rationale

Action Step 1 5

Provide parents with strategies to implement at home.

Person Responsible

Schedule

Evidence of Completion

Parent Contact Log Sign-in Sheets for events

Action Step 2 5

Encourage parents to participate in parent activities at school, check the planner daily.

Person Responsible

Schedule

Evidence of Completion

Parent Contact Log Sign-in Sheets for events Student Planners

Action Step 3 5

Teacher will communicate with the parent weekly, documenting and discussing results on assessments and performance in class.

Person Responsible

Schedule

Evidence of Completion

Parent Contact Log Student Planners Student Data notebooks

Plan to Monitor Fidelity of Implementation of G10.B1.S3 6

Provide parents with strategies to implement at home.

Person Responsible

Schedule

Evidence of Completion

Parent Contact Log Sign-in sheets for events

Plan to Monitor Effectiveness of Implementation of G10.B1.S3 7

Dads and Donuts
Moms and Muffins
Goodies with Grandparents
FCAT Night.
Orientation, Open House
Family Nights

Person Responsible

Schedule

Evidence of Completion

Parent Logs Parent Portal Sign-In sheets for events

G10.B1.S4 Continuously updates the parents on their child's progress. 4

 S118400

Strategy Rationale

Action Step 1 5

Teacher will communicate with the parent weekly, documenting and discussing results on assessments and performance in class.

Person Responsible

Schedule

Evidence of Completion

Parent Contact Log

Action Step 2 5

Teachers will create ways for parents to be involved in lessons with their child. i.e. teacher website with assignment listings, grade portal, etc.

Person Responsible

Schedule

Evidence of Completion

Oncourse Gradebook

Action Step 3 5

Teachers will create and utilize parent log to ensure parents are being frequently contacted and the nature of the call.

Person Responsible

Schedule

Evidence of Completion

Parent Log

Plan to Monitor Fidelity of Implementation of G10.B1.S4 6

Teacher will communicate with the parent weekly, documenting and discussing results on assessments and performance in class.

Person Responsible

Schedule

Evidence of Completion

Parent Contact Log Oncourse Gradebook

Plan to Monitor Effectiveness of Implementation of G10.B1.S4 7

Weekly meetings with parents

Person Responsible

Schedule

Evidence of Completion

Parent Contact Log

G11. The number of students with excessive absences will decrease by 3%. The number of students with excessive tardies and early checkout will decrease by 3%. 1

 G043664

G11.B1 Education of parents on the importance of attendance and their student's academic success. 2

 B107057

G11.B1.S1 AIT Team 4

 S118401

Strategy Rationale

This provides one-on-one counseling and strategic planning for parents to improve their student's attendance at school.

Action Step 1 5

Meet to monitor and discuss plan of action for excessive absences.

Person Responsible

Lisa Brady

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

AIT agenda

Plan to Monitor Fidelity of Implementation of G11.B1.S1 6

District monitors will keep track of absences.

Person Responsible

Lisa Brady

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Logs from district points of contact

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 7

Monitor families compliance of attendance compliance.
Analyze student absentee data to observe for decrease absences.
Attendance referrals that are submitted to the State Attorney for follow-up.

Person Responsible

Lisa Brady

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Logs Data collection Attendance records

G11.B1.S2 Parents notified of excessive tardies and early checkouts by letter sent home. 4

S118402

Strategy Rationale

Letters will increase parent awareness of student absences.

Action Step 1 5

Keep track of early checkouts and tardies.

Person Responsible

Lisa Brady

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Reports from people tracker

Plan to Monitor Fidelity of Implementation of G11.B1.S2 6

Send letter home to families.

Person Responsible

Lisa Brady

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Copy of letters

Plan to Monitor Effectiveness of Implementation of G11.B1.S2 7

Will analyze tardies and early check-out data.

Person Responsible

Lisa Brady

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Logs and data collection

G11.B1.S4 School Messenger will call parents when students are absent from school that day. 4

 S118404

Strategy Rationale

Parents will know that their student is absent and can take immediate action to correct this.

Action Step 1 5

Will send out phone message to families of absent students.

Person Responsible

Lisa Brady

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Emailed message to principal

Plan to Monitor Fidelity of Implementation of G11.B1.S4 6

Parents will contact the school if there are discrepancies in their child's attendance.

Person Responsible

Lisa Brady

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Attendance records

Plan to Monitor Effectiveness of Implementation of G11.B1.S4 7

Attendance team will note if phone calls are making a difference

Person Responsible

Lisa Brady

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Logs and agendas

G12. Increase the percentage of students scoring at proficiency on the Writing FSA by 20%. 1

 G043666

G12.B1 Students below grade level in writing 2

 B107059

G12.B1.S2 Use explicit instruction on how to write an essay based on evidence from a chosen text. 4

 S129648

Strategy Rationale

Explicit instruction will teach students how to use text to support writing to a prompt.

Action Step 1 5

Teachers will use explicit instruction in writing to teach students how to use text/s to write to a prompt.

Person Responsible

Lisa Brady

Schedule

Daily, from 9/8/2014 to 6/5/2015

Evidence of Completion

Student writing will be used as evidence.

Plan to Monitor Fidelity of Implementation of G12.B1.S2 6

Student work will be used to determine fidelity of implementation.

Person Responsible

Lisa Brady

Schedule

Biweekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Lesson plans and student work will be collected as evidence.

Plan to Monitor Effectiveness of Implementation of G12.B1.S2 7

Teachers and administrators will meet during PLC's to assess student writing.

Person Responsible

Lisa Brady

Schedule

Biweekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Lesson plans and student work will be used to demonstrate effective implementation.

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
G6.B1.S1.A1	Participate in PD on how to implement the DCPS Instructional Framework Model...I Do, We Do, You Do...through Common Planning time, and weekly grade level meetings with Reading Coach, Lesson Studies...	Brown, Janet	9/2/2014	Lesson Plans Classroom observations	6/4/2015 weekly
G6.B1.S2.A1	Participate in PD related to how to select grade-level appropriate, complex text that provide rigor for all students		Lesson plans PD agendas Classroom obs	once	
G6.B1.S3.A1	Participate in PD re: differentiated instruction to meet the needs of all learners via common planning time, support from Reading Coach, professional book studies, and lesson studies.		Common planning time notes Lesson plans PD agendas	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G9.B3.S1.A1	Link a fun activity with all academic nights	Smith, Cynthia	10/1/2014	Calendar Written plan Attendance sheet	5/29/2015 monthly
G9.B3.S2.A1	Call business partners/free resources to see who wants to participate and when		Phone logs Calendar of events	once	
G9.B3.S3.A1	Create small flier to go home stating contest/deadline		Flier	once	
G9.B3.S4.A1	Call Business Partners		Phone log Participation rate	once	
G10.B1.S1.A1	Participate in professional development; plan lessons and differentiate to meet struggling students' needs.	Brown, Janet	9/2/2014	Meeting Minutes Common Planning Time Lesson Plans Data collection Anecdotal notes	5/29/2015 weekly
G10.B1.S2.A1	Teachers will use assessment and teacher data to track the proficiency of students		Lesson Plans Data Notebook	once	
G10.B1.S3.A1	Provide parents with strategies to implement at home.		Parent Contact Log Sign-in Sheets for events	once	
G10.B1.S4.A1	Teacher will communicate with the parent weekly, documenting and discussing results on assessments and performance in class.		Parent Contact Log	once	
G11.B1.S1.A1	Meet to monitor and discuss plan of action for excessive absences.	Brady, Lisa	9/2/2014	AIT agenda	6/5/2015 monthly
G11.B1.S2.A1	Keep track of early checkouts and tardies.	Brady, Lisa	9/2/2014	Reports from people tracker	6/5/2015 monthly
G11.B1.S4.A1	Will send out phone message to families of absent students.	Brady, Lisa	9/2/2014	Emailed message to principal	6/5/2015 monthly
G2.B5.S1.A1	Teachers will conducted differentiated small group instruction for students in their identified areas of deficit.	Towns, Tiffany	8/18/2014	Small group lesson plans	6/5/2015 weekly
G2.B5.S2.A1	Differentiated Math small group instruction and center rotations	Towns, Tiffany	9/2/2014	Teacher small group lesson plans	6/5/2015 weekly
G2.B4.S1.A1	Provide students with opportunities to practice basic math facts	Brady, Lisa	9/2/2014	Periodic assessments to ascertain student fluency with basic math facts,	6/5/2015 weekly
G4.B2.S1.A1	Analyze the item specifications to create exit tickets and classroom assessments	Towns, Tiffany	8/25/2014	Teacher-made exit tickets and classroom assessments will align with Florida State Item Specifications and will provide rigorous performance tasks for students to complete.	6/5/2015 weekly
G7.B5.S1.A1	Utilize math fluency resources to increase math fluency (flash cards, smart boards, mimios, and center games)	Towns, Tiffany	9/2/2014	Teacher lesson plans, center rotation plans	6/5/2015 daily
G7.B7.S1.A1	Instruct students on the eight mathematical practices to increase students mathematical proficiency.	Brady, Lisa	8/18/2014	Teacher lesson plans	6/5/2015 daily
G8.B2.S1.A1	The science lab will be an integral part of student learning in order to enhance content knowledge.	Smith, Cynthia	9/8/2014	Science Lab schedule; Science Fair projects	6/5/2015 weekly
G3.B1.S1.A1	A reading interventionist will work with students scoring a 1 or 2 on the previous FCAT.	Brady, Lisa	9/25/2014	The interventionist will maintain a log as evidence of the activity.	4/17/2015 weekly
G12.B1.S2.A1	Teachers will use explicit instruction in writing to teach students how to use text/s to write to a prompt.	Brady, Lisa	9/8/2014	Student writing will be used as evidence.	6/5/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide training to those teachers and staff members who are identified as needing additional support.	Brady, Lisa	9/8/2014	Sign in sheets and agendas will be used as evidence of completion. Successful completion of this training will result in consistent, effective CHAMPS implementation in all classrooms.	6/5/2015 quarterly
G5.B1.S1.A1	Achieve 3000 will be utilized daily during rotations to increase student exposure to non-fiction text.	Brown, Janet	9/8/2014	Achieve 3000 data.	6/5/2015 daily
G6.B1.S1.A2	Plan and implement lessons following DCPS Instructional framework with Reading Coach and grade level team during weekly common planning time.	Brown, Janet	9/8/2014	Weekly Common Planning Time minutes Lesson Plans	6/4/2015 weekly
G6.B1.S2.A2	Incorporate writing-based performance tasks where students will be asked to respond to one or more text based questions and cite evidence from the text to support their answers.		Lesson plans Student work samples/ interactive journals/perf tasks Anecdotal notes from conferences Classroom obs	once	
G6.B1.S3.A2	Implement daily rotations that directly support needs of all learners as indicated by data and regular progress monitoring.		Classroom Obs Lesson plans for small group ins Student data Anecdotal notes	once	
G9.B3.S2.A2	Set up welcome area for business partners and community members to make them feel appreciated		Checklist	once	
G9.B3.S3.A2	Ask teachers to talk up the event and provide the incentives for attendance		Attendance Logs	once	
G9.B3.S4.A2	Purchase food and snacks		checklist	once	
G10.B1.S1.A2	Monitor the progress students are making on assessments and create future lessons that allow opportunity for struggling students to learn new skills.	Brady, Lisa	9/2/2014	Performance Tasks Interactive Journals Lesson Plans Student Work	5/29/2015 monthly
G10.B1.S2.A2	Keep an individualized notebook on each student's progress.		Data Notebook Student Work	once	
G10.B1.S3.A2	Encourage parents to participate in parent activities at school, check the planner daily.		Parent Contact Log Sign-in Sheets for events Student Planners	once	
G10.B1.S4.A2	Teachers will create ways for parents to be involved in lessons with their child. i.e. teacher website with assignment listings, grade portal, etc.		Oncourse Gradebook	once	
G4.B2.S1.A2	Create lesson plans to address the item specifications in classroom and small group instruction	Towns, Tiffany	8/25/2014	Lesson plans will reflect the item specifications applicable for the lessons taught. Small group plans will reflect instruction on item specifications that students are experiencing difficulty with as determined by assessments.	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.A3	Deliver appropriately-paced lessons that allow all students an opportunity to practice new skills and strategies.	Brown, Janet	8/25/2014	Lesson plans Classroom observations	6/5/2015 one-time
G6.B1.S2.A3	(K-2) Plan and implement lessons using complex texts: What will keep students engaged in reading and what will make them work? (3-5) Plan and implement lessons for novel studies that will promote opportunities for accountable talk, Socratic Seminars, think-pair-share, literature circles.		Lesson plans Student work samples/ interactive journals Anecdotal notes from conferences Classroom obs	once	
G6.B1.S3.A3	Develop a system to inform students of their appropriate "choices" during daily rotations that are appropriately tiered.		Classroom Obs Lesson Plans Student work Menu/choice board	once	
G9.B3.S3.A3	Plan announcements for students on the morning news		News recordings Attendance logs	once	
G10.B1.S1.A3	Continuously support students and use data to drive instruction.	Brown, Janet	9/2/2014	Performance Tasks Interactive Journals Lesson Plans Student Work	6/5/2015 daily
G10.B1.S2.A3	Teachers will use this data to create and differentiate lessons.		Lesson Plans Data Notebook	once	
G10.B1.S3.A3	Teacher will communicate with the parent weekly, documenting and discussing results on assessments and performance in class.		Parent Contact Log Student Planners Student Data notebooks	once	
G10.B1.S4.A3	Teachers will create and utilize parent log to ensure parents are being frequently contacted and the nature of the call.		Parent Log	once	
G1.MA1	Classroom referrals and school referrals for specific teachers will be used as data.	Brady, Lisa	9/8/2014	Observations including formal and informal CAST.	6/5/2015 quarterly
G1.B1.S1.MA1	Observation of teachers after the initial training has taken place.	Brady, Lisa	9/8/2014	Observations including formal and informal CAST.	6/5/2015 quarterly
G1.B1.S1.MA1	Observation of teachers after the initial training has taken place.	Brady, Lisa	9/8/2014	Observations including formal and informal CAST.	6/5/2015 quarterly
G2.MA1	Curriculum Guide Assessments (CGAs), i-Ready data, Achieve 3000 data, classroom assessments, and report card grades will be utilized by the leadership team to monitor the progress of bottom quartile students.	Brady, Lisa	9/22/2014	Curriculum Guide Assessments (CGAs), i-Ready data, Achieve 3000 data, classroom assessments, and report card grades analyzed by the leadership team.	6/5/2015 monthly
G2.B5.S1.MA1	Bottom quartile students' progress will be monitored throughout the school year via CGA's, report card grades and classroom assessments.	Brady, Lisa	9/22/2014	CGA data, classroom assessment data, report card grades	6/5/2015 one-time
G2.B5.S1.MA1	Administrators will check teachers' lesson plans weekly for evidence of small group instruction and the incorporation of reading strategies within their instruction.	Brady, Lisa	8/25/2014	Teacher lesson plans, administrators' classroom visit logs.	6/5/2015 weekly
G2.B4.S1.MA1	CGAs, i-Ready Math, and classroom assessments will be used to monitor	Brady, Lisa	9/2/2014	Students scores on math proficiency tests will increase throughout the year.	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	student progress on basic math fact fluency.				
G2.B4.S1.MA1	Teacher lesson plans will be checked to monitor for student opportunity to practice basic math skills.	Brady, Lisa	9/2/2014	Teacher lesson plans with evidence of opportunity for students to practice basic math skills.	6/5/2015 one-time
G2.B5.S2.MA1	Student results on CGAs, i-Ready diagnostics, and classroom assessments will be monitored.	Brady, Lisa	9/15/2014	Student results on CGAs, i-Ready diagnostics, and classroom assessments	6/5/2015 one-time
G2.B5.S2.MA1	Administrators will monitor teacher small group lesson plans weekly.	Brady, Lisa	9/2/2014	Administrators' walk through logs	6/5/2015 one-time
G3.MA1	Data will be collected through bi-weekly assessments, CGA's, and exit tickets.	Brady, Lisa	9/25/2014	Logs, lesson plans, and data from assessments will be used to demonstrate whether student progress is being made.	4/17/2015 biweekly
G3.B1.S1.MA1	Administration will monitor lesson plans for effectiveness. Assessments will be given bi-weekly to assess the growth of students working with the interventionist.	Brady, Lisa	9/25/2014	Logs and lesson plans will be collected and used to monitor effectiveness. Students will show an increase of proficiency on the bi-weekly assessments.	4/17/2015 biweekly
G3.B1.S1.MA1	Interventionist will turn in logs to administration every week.	Brady, Lisa	9/25/2014	Interventionist logs will be collected and reviewed weekly as evidence of compliance.	4/17/2015 weekly
G4.MA1	CGA Data, i-Ready Diagnostic Data and classroom assessment data will be used to monitor progress	Brady, Lisa	9/22/2014	CGA Data, i-Ready Diagnostic Data and classroom assessment data will be analyzed to determine student proficiency in the identified Math strands.	6/5/2015 monthly
G4.B2.S1.MA1	Students' progress on CGAs, i-Ready Diagnostics and classroom assessments will be used to monitor effectiveness.	Brady, Lisa	9/15/2014	CGA data, i-Ready Diagnostic data, classroom assessment data of academic improvement of students in the assessed areas.	6/5/2015 monthly
G4.B2.S1.MA1	Teacher lesson plans will be monitored by the administration to ensure that the item specifications are being used to plan instruction and assessments.	Brady, Lisa	9/2/2014	Teacher lesson plans will be checked for rigorous instruction aligned with item specifications; administrator visit logs will provide evidence of monitoring by administration.	6/5/2015 weekly
G5.MA1	Achieve 3000 data reports.	Brady, Lisa	9/8/2014	Achieve 3000 data reports. Formal and informal classroom assessments.	6/5/2015 biweekly
G5.B1.S1.MA1	Teachers will monitor the effectiveness via assessments. Teachers will provide items to work on during rotations and at home.	Brown, Janet	9/8/2014	Achieve 3000 data reports. Formal and informal classroom assessments.	6/5/2015 biweekly
G5.B1.S1.MA1	Teachers and Instructional coach will monitor reports provided by Achieve 3000.	Brown, Janet	9/8/2014	Achieve 3000 data based on student progress. Proficiency will steadily increase as evidenced by Lexile levels improving.	6/5/2015 biweekly
G6.MA1	Monitor DAR/Reading CGA administration and data collection FCAT 2.0 data	Towns, Tiffany	9/8/2014	Students increase their reading level	6/5/2015 weekly
G6.B1.S1.MA1	Lesson plans that include the DCPS Instructional Framework, classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms	Brady, Lisa	8/25/2014	CGAs DAR 2014 FCAT 2.0	6/5/2015 weekly
G6.B1.S1.MA1	All teachers will participate in weekly professional development focusing on how to implement the DCPS Instructional Framework Model...I Do, We Do, You Do. During daily Common Planning time/weekly grade level meetings, the Reading Coach will	Brown, Janet	9/8/2014	Lesson Plans Agendas Data Logs	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
	provide support, using the DCPS Coaching Cycle. The coach will document sessions and follow-up with administration during weekly Leadership meetings in order to communicate needs within the school. Reading Coach and administration will monitor lesson plans and observe instruction in order to ensure proper implementation of the DCPS Instructional framework.				
G6.B1.S2.MA1	Lesson plans (to include use of complex text/novel studies), classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms		CGAs DAR 2014 FCAT 2.0	once	
G6.B1.S2.MA1	All teachers will participate in professional development related to how to select grade-level appropriate, complex text that provide rigor for all students. In grades 3-5, teachers will plan and implement lessons for novel studies that will promote opportunities for accountable talk, Socratic Seminars, think-pair-share, and literature circles. Reading Coach will provide support to all teachers in selecting and using appropriate texts that are both rigorous and engaging to students. Admin will observe classroom instruction to monitor the implementation of using complex text in all classrooms. The assigned District Literacy Specialist will provide support as needed.		Lesson Plans Observations Logs	once	
G6.B1.S3.MA1	Lesson plans (to include tiered/leveled activities), classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms		CGAs DAR 2014 FCAT 2.0	once	
G6.B1.S3.MA1	All teachers will participate in professional developed focused on differentiated instruction to meet the needs of all learners via common planning time, support from Reading Coach, professional book studies, and lesson studies. Reading Coach and admin will observe in classrooms to determine who needs additional support related to implementation. Reading Coach will use DCPS Coaching Cycle to assist any teacher(s) to demonstrate a need for support.		Lesson Plans Logs Data Sheets Observations	once	
G7.MA1	We will use the CGA data, and iReady data to determine the progress of our students.	Brady, Lisa	9/2/2014	Data notebooks, assessment data will be used to track student progress in specified math standards.	6/5/2015 monthly
G7.B5.S1.MA1	CGA data, classroom assessments and i-Ready diagnostics	Brady, Lisa	9/2/2014	CGA data, classroom assessments and i-Ready diagnostics	6/5/2015 monthly
G7.B5.S1.MA1	Teacher lesson plans and center plans	Brady, Lisa	9/2/2014	Teacher lesson plans and center rotation plans	6/5/2015 weekly
G7.B7.S1.MA1	CGA data, iReady Diagnostics and classroom assessments will be used to monitor effectiveness	Brady, Lisa	9/2/2014	GA data, iReady Diagnostics and classroom assessments	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.B7.S1.MA1	Teacher lesson plans will be monitored for instruction in the eight mathematical practices	Brady, Lisa	Teacher lesson plans, student work, administrative walk throughs	one-time	
G8.MA1	Student data will be analyzed as soon as new data is available using CGA.	Smith, Cynthia	9/8/2014	Data Notebooks will be used to track students performance on CGAs and classroom assessments. Adjustments to instruction will be made as needed based on this data.	6/5/2015 quarterly
G8.B2.S1.MA1	Data will be collected via strand assessments, CGA's, and exit tickets.	Smith, Cynthia	9/8/2014	Data from the strand assessments, CGA's, and exit tickets.	6/5/2015 biweekly
G8.B2.S1.MA1	Administration will monitor lesson plans and scheduled visits to the Science Lab.	Smith, Cynthia	9/8/2014	Lesson plans; scheduled lab visits; observations of lab experiments.	6/5/2015 weekly
G9.MA1	Check in with each team responsible for events and gather feedback for future planning	Smith, Cynthia	10/1/2014	Notes from meeting survey results attendance logs	5/29/2015 monthly
G9.B3.S1.MA1	Track effectiveness of event by giving a survey	Towns, Tiffany	10/1/2014	Survey results will be analyzed to assist with planning for future events.	5/29/2015 monthly
G9.B3.S1.MA1	Notifications of events, implementation of events and invitations to community members to participate in events will be monitored for effectiveness.	Smith, Cynthia	10/1/2014	Attendance logs Notes from planning meetings	5/29/2015 monthly
G9.B3.S2.MA1	Assess effectiveness of family nights		Checklists Surveys Attendance Logs	once	
G9.B3.S2.MA1	Check notes from meetings to make sure community members are booked to attend		Checklist Notes from meetings	once	
G9.B3.S3.MA1	Track number of people who attended and compare to last year		Sign-in sheet attendance	once	
G9.B3.S3.MA1	Check and make sure all teachers have the incentives ready to go		Surveys Ask students	once	
G9.B3.S4.MA1	Track inventory of food and profit from sales		Spreadsheet Profit for school	once	
G9.B3.S4.MA1	Monitor food stations		Checklist	once	
G10.MA1	Assessment data will be monitored regularly and Academic Improvement plans will be created based on the results of the data. Each student/ parent will understand their plan and the improvements needed to increase proficiency.	Brady, Lisa	9/2/2014	Students increased proficiency in all content areas and grade levels.	6/5/2015 weekly
G10.B1.S1.MA1	Data Chats Common Planning with minutes Formal/Informal Observations Lesson Plan with evidence of differentiated Instruction		Assessments Lesson Plans Logs	one-time	
G10.B1.S1.MA1	Participate in professional development; plan lesson and differentiate to meet struggling student's needs.	Brown, Janet	9/2/2014	Meeting Minutes Common Planning Time Performance Task Interactive Journals Lesson Plans Student Work	5/29/2015 weekly
G10.B1.S2.MA1	Data Chats Common Planning with minutes Formal/Informal Observations Lesson Plan with evidence of differentiated Instruction		Assessments Lesson Plans Logs	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G10.B1.S2.MA1	Teachers will use assessment and teacher data to track the proficiency of students.		Lesson Plans Data Notebook	once	
G10.B1.S3.MA1	Dads and Donuts Moms and Muffins Goodies with Grandparents FCAT Night. Orientation, Open House Family Nights		Parent Logs Parent Portal Sign-In sheets for events	once	
G10.B1.S3.MA1	Provide parents with strategies to implement at home.		Parent Contact Log Sign-in sheets for events	once	
G10.B1.S4.MA1	Weekly meetings with parents		Parent Contact Log	once	
G10.B1.S4.MA1	Teacher will communicate with the parent weekly, documenting and discussing results on assessments and performance in class.		Parent Contact Log Oncourse Gradebook	once	
G11.MA1	Attendance will be calculated at the end of the year to see progress or lack of	Brady, Lisa	9/2/2014	Data collection, attendance records	6/5/2015 monthly
G11.B1.S1.MA1	Monitor families compliance of attendance compliance. Analyze student absentee data to observe for decrease absences. Attendance referrals that are submitted to the State Attorney for follow-up.	Brady, Lisa	9/2/2014	Logs Data collection Attendance records	6/5/2015 monthly
G11.B1.S1.MA1	District monitors will keep track of absences.	Brady, Lisa	9/2/2014	Logs from district points of contact	6/5/2015 monthly
G11.B1.S2.MA1	Will analyze tardies and early check-out data.	Brady, Lisa	9/2/2014	Logs and data collection	6/5/2015 monthly
G11.B1.S2.MA1	Send letter home to families.	Brady, Lisa	9/2/2014	Copy of letters	6/5/2015 monthly
G11.B1.S4.MA1	Attendance team will note if phone calls are making a difference	Brady, Lisa	9/2/2014	Logs and agendas	6/5/2015 monthly
G11.B1.S4.MA1	Parents will contact the school if there are discrepancies in their child's attendance.	Brady, Lisa	9/2/2014	Attendance records	6/5/2015 monthly
G12.MA1	Monitor assessments given by the district and writing samples taken periodically throughout the year.	Brady, Lisa	9/8/2014	Students score "proficient" on grade-appropriate rubrics.	6/5/2015 monthly
G12.B1.S2.MA1	Teachers and administrators will meet during PLC's to assess student writing.	Brady, Lisa	9/8/2014	Lesson plans and student work will be used to demonstrate effective implementation.	6/5/2015 biweekly
G12.B1.S2.MA1	Student work will be used to determine fidelity of implementation.	Brady, Lisa	9/8/2014	Lesson plans and student work will be collected as evidence.	6/5/2015 biweekly

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. Decrease the SESIR violations by 1%.

G1.B1 Lack of teachers trained in management protocols.

G1.B1.S1 Prioritize staff that would benefit from training

PD Opportunity 1

Provide training to those teachers and staff members who are identified as needing additional support.

Facilitator

District and School

Participants

Teachers needing training in CHAMPs

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

G2. Increase the percentage of lowest quartile learning gains in Math by 4% or more.

G2.B5 Student Comprehension of math word problems

G2.B5.S1 Incorporate reading strategies in math

PD Opportunity 1

Teachers will conducted differentiated small group instruction for students in their identified areas of deficit.

Facilitator

Tiffany Towns/Janet Brown

Participants

Classroom Math teachers

Schedule

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

G2.B5.S2 Math small group instruction

PD Opportunity 1

Differentiated Math small group instruction and center rotations

Facilitator

Tiffany Towns, Janet Brown

Participants

Classroom math teachers

Schedule

Weekly, from 9/2/2014 to 6/5/2015

G4. Increase the percentage of learning gains in Math by 4% or more.

G4.B2 complexity of assessments

G4.B2.S1 Utilize item specifications to create classroom assessments

PD Opportunity 1

Analyze the item specifications to create exit tickets and classroom assessments

Facilitator

Tiffany Towns, Janet Brown

Participants

Classroom Math teachers

Schedule

Weekly, from 8/25/2014 to 6/5/2015

PD Opportunity 2

Create lesson plans to address the item specifications in classroom and small group instruction

Facilitator

Tiffany Towns, Janet Brown

Participants

Classroom Math Teachers

Schedule

Weekly, from 8/25/2014 to 6/5/2015

G5. Increase the percentage of learning gains in Reading by 3% or more.

G5.B1 Students exposure to non-fiction text

G5.B1.S1 Implement Achieve 3000 with fidelity.

PD Opportunity 1

Achieve 3000 will be utilized daily during rotations to increase student exposure to non-fiction text.

Facilitator

Achieve 3000 trainers

Participants

all 3-5 ELA teachers; instructional coach, administrative team

Schedule

Daily, from 9/8/2014 to 6/5/2015

G6. Increase the percentage of proficiency (3 or above) in Reading on the 2015 Spring FSA by 1% or more. Increase the percentage of students scoring at level 4 and above by at least 1%.

G6.B1 1. Students reading below grade level.

G6.B1.S1 Literacy teachers will implement the DCPS Instructional Framework Model, K-5

PD Opportunity 1

Participate in PD on how to implement the DCPS Instructional Framework Model...I Do, We Do, You Do...through Common Planning time, and weekly grade level meetings with Reading Coach, Lesson Studies...

Facilitator

Lisa Brady Janet Brown Tiffany Towns Cynthia Smith

Participants

Classroom Teachers

Schedule

Weekly, from 9/2/2014 to 6/4/2015

PD Opportunity 2

Plan and implement lessons following DCPS Instructional framework with Reading Coach and grade level team during weekly common planning time.

Facilitator

Lisa Brady Janet Brown Cynthia Smith Tiffany Towns

Participants

K-5 Literacy teachers, Reading coach

Schedule

Weekly, from 9/8/2014 to 6/4/2015

G7. Increase the percentage of proficiency (3 or above) in Math on the 2015 FSA by 3% or more. Increase the percent of students scoring at level 4 and above by at least 1%.

G7.B7 New state assessment format

G7.B7.S1 Instruct students on the eight Math Practices to assist students with solving complex, multi-step mathematical problems.

PD Opportunity 1

Instruct students on the eight mathematical practices to increase students mathematical proficiency.

Facilitator

Tiffany Towns, Janet Brown

Participants

Classroom math teachers

Schedule

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

G10. Decrease retention rate by 1%

G10.B1 1. Novice Teachers/ Students performance below grade level content 2. District level support 3. Time spent with students 4. Lack of Knowledge and Pedagogy/Content

G10.B1.S1 Identify struggling students within the first few weeks of school.

PD Opportunity 1

Participate in professional development; plan lessons and differentiate to meet struggling students' needs.

Facilitator

Lisa Brady Janet Brown Tiffany Towns Cynthia Smith

Participants

Classroom teachers

Schedule

Weekly, from 9/2/2014 to 5/29/2015

G12. Increase the percentage of students scoring at proficiency on the Writing FSA by 20%.

G12.B1 Students below grade level in writing

G12.B1.S2 Use explicit instruction on how to write an essay based on evidence from a chosen text.

PD Opportunity 1

Teachers will use explicit instruction in writing to teach students how to use text/s to write to a prompt.

Facilitator

District Coaches

Participants

All 4th and 5th grade teachers

Schedule

Daily, from 9/8/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 3: Increase the percentage of lowest quartile learning gains in Reading by 6% or more.	5,400
Grand Total	5,400

Goal 3: Increase the percentage of lowest quartile learning gains in Reading by 6% or more.		
Description	Source	Total
B1.S1.A1 - SAI funds	Other	5,400
Total Goal 3		5,400