

# Mandarin Oaks Elementary School



2014-15 School Improvement Plan

## Mandarin Oaks Elementary School

10600 HORNETS NEST RD, Jacksonville, FL 32257

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

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
39%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
40%

### School Grades History

| Year  | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | A       | A       | 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                 | <a href="#">Wayne Green</a> |
| Former F    | Turnaround Status |                             |
| No          |                   |                             |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Mandarin Oaks will provide students with engaging and challenging instruction in every classroom, for every student, every day.

##### **Provide the school's vision statement**

Mandarin Oaks will inspire and prepare every student for success through active engagement in quality educational opportunities.

#### School Environment

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

The student population of Mandarin Oaks Elementary consists of students from many different cultural backgrounds. Mandarin Oaks Elementary fosters a sense of community by encouraging all teachers to reach out to parents and students before the beginning of each school year. Teachers contact parents via postcard to invite them to attend our annual Meet and Greet. This provides a time for teachers to meet parents and establish lines of communication with parents. Many of our students also leave the country for the summer; therefore, teachers reach out to parents to determine student return dates, inquire about what students have done during their trip abroad, and encourage students to share highlights from their trip through writing, pictures, and personal recounts. By encouraging students to share, teachers build a sense of respect for many cultures, and enrich the ethnic diversity of the entire class.

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

The administration of Mandarin Oaks work extremely hard to build a sense of community among the students. Character traits are taught as part of the reading curriculum. Students are also recognized each month by their teachers and peers for exhibiting the character trait of the month. Furthermore, students are constantly encouraged to work through their differences by meeting with the guidance counselor to discuss conflict/resolution strategies. The administrators and the guidance counselor have an open door policy which allows students to bring concerns to their attention. Student concerns are always addressed promptly with dignity and respect to all students involved.

##### **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**

Mandarin Oaks Elementary establishes behavioral expectations through the use of CHAMPs in the classrooms and the School-wide Discipline Plan which establishes clear rules, regulations, and consequences for common areas in the school. This year Mandarin Oaks Elementary is implementing school wide positive behavior reward system called the Super Student to encourage positive behaviors.

Each week students with super behavior are given a ticket. Students are given tickets based on their on behaviors, positive interactions with classmates, and positive interactions with students and adults



within the building. Super Student behavior is defined by the classroom teacher and does not include academic progress or homework. Every month each classroom teacher selects one ticket to place in a grade level drawing. At the end of the month, the Foundations Representative on each grade level draws one winning ticket.

Mid-Year and End of the Year-conduct assembly will be held for students with an "E" (K-2) or "A" (grades 3-5) in conduct. All students in the school will attend the assembly. Students who meet the report card requirement will stay after to receive a rewarding treat.

Beginning teachers are required to attend CHAMPs training provided by the District within the first few weeks of school. Teachers needing additional support with student behaviors are required to meet with administrators to develop classroom behavior systems and determine ways to keep students engaged during instructional time.

**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**

Mandarin Oaks participates in the Big Brothers/Big Sisters mentoring program with our neighboring high school. Christian Family Chapel, a neighboring church, provides mentors for students. The guidance counselor also visits classrooms throughout the year to teach social skills lessons.

The administrators and the guidance counselor have an open door policy which allows students to bring concerns to their attention. Student concerns are always addressed promptly with dignity and respect to all students involved.

**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**

Prior to the beginning of the school year, an Attendance Intervention Team is established. Beginning in September, the team identifies students with five or more absences and/or tardies each month and meets with parents to discuss the reason(s) for the student's absence and identifies strategies to improve the student's attendance/tardies, such as alternative transportation, bus routes, referral to Extended Day for assistance with before/after school care.

Although the Code of Conduct is used to address student discipline, teachers refer the names of students that may be experiencing difficulty in the classroom to administrators after meeting with parents to make them aware of possible difficulties and discuss ways to improve student behavior.

At the beginning of the school year, grade levels meet to review diagnostic data (ie:iReady, Curriculum Guide Assessments, FCAT, etc.) and identify students who may need additional support. At the end of each quarter, teachers provide the names of students receiving a grade of "D" or "F" in ELA, Math, or Science to their respective administrator.

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

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

| Indicator                       | Grade Level |   |   |    |    |    | Total |
|---------------------------------|-------------|---|---|----|----|----|-------|
|                                 | K           | 1 | 2 | 3  | 4  | 5  |       |
| Attendance below 90 percent     | 4           | 9 | 5 | 5  | 10 | 1  | 34    |
| One or more suspensions         | 2           | 2 | 1 | 1  | 1  | 1  | 8     |
| Course failure in ELA or Math   | 3           | 1 | 3 | 5  | 4  | 2  | 18    |
| Level 1 on statewide assessment | 0           | 0 | 0 | 13 | 15 | 20 | 48    |

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

| Indicator                                  | Grade Level |   |   |   |   |   | Total |
|--|-------------|---|---|---|---|---|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 |       |
| Students exhibiting two or more indicators | 2           | 2 | 1 | 1 | 1 | 1 | 8     |

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

In order to improve student attendance and/or tardies, the parents of students who have five or more excused or unexcused absences and/or tardies are sent a letter requesting a conference to discuss reasons why the student has been absent and discuss best strategies to help improve student attendance and/or tardies, such as alternative transportation, possible bus routes, referral to Extended Day for assistance with before/after school care.

In an effort to decrease the number of student suspensions, administrators take an active role to address student behavior. Once the parent teacher conference is held to discuss ways to improve student behavior, then administrators and teachers meet to discuss possible interventions. Teachers refer the names of students that may be experiencing difficulty in the classroom to administrators after meeting with parents to make them aware of possible difficulties and discuss ways to improve student behavior. Then administrators and teachers meet to discuss possible interventions. Students may also be assigned a mentor if the parent agrees. If the student receives a referral, then the Code of Conduct will be used to assign consequences. If inappropriate behavior continues, then a conference with parents is requested and held to discuss interventions and ways to improve student behavior. If necessary, students and parents will be referred to Student Option for Success.

It is our goal to be proactive with students who have failed an ELA, Math, or Science course by meeting with these students daily during MTSS. Students scoring a level 1 and level 2 on statewide assessments will participate in MTSS as well. Teachers will also be required to meet with these students daily during small group instruction, providing scaffolded, explicit instruction. Tutoring will be offered before, during, and after school.

**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**

The overall goal is to increase parent support and involvement. Parent involvement includes joining PTA, SAC, or by participating or volunteering in school events such as PTA meetings, SAC meetings, Literacy Night, and STEAM Night. The Literacy Night and STEAM Night provide educational opportunities for parents to learn about the various aspects of the curriculum and strategies for helping their children at home. Parents and students who attend are exempt from homework for that evening. If possible, low cost dinner options will be offered at all major events.

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

The school recruits and sustains partnerships within the community to support the school and student achievement. Prior to the start of the school year, the Volunteer Liaison identifies specific school needs and contacts various businesses to determine if cash donations or in-kind donations such as, mentoring, incentives for students (ie:gift cards, certificates, coupons, etc), host events, or school beautification can be provided by the business. If a business agrees to form a partnership with the school, then the Volunteer Liaison and the business owner meet to review and complete the Business Partner Agreement. As a token of the school's appreciation, the business partner's name and/or business is displayed in the school newsletter or marque with words of gratitude.

In addition to the school's business partner, the school maintains an active relationship with the Parent Teacher Association (PTA) to routinely recruit volunteers as well as goods and services for the school. Our current business partners are Champions Gymnastics Club and Premier Athletics.

**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               |
|-------------------------------|---------------------|
| Carson, Patti                 | Principal           |
| Stripling-Mitchell, Stephanie | Assistant Principal |
| Grover, Mychelle              | Assistant Principal |
| Bodin, Marjorie               | Instructional Coach |

**Duties**

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

Patricia Carson – Principal?

Ms. Carson provides a common vision and mission for the school by setting clear goals, managing curriculum, monitoring lesson plans, and evaluating teachers by completing formal and informal evaluations to promote student learning and growth. In an effort to improve teaching and learning, the principal and/or a designee meet monthly with all stakeholders (ie: SAC, PTA, Steering Committee) to discuss and make decisions that involve all parties affected by the teaching and learning process.

Andrea Novak - Shared Decision Making Chair

Mrs. Novak develops Shared Decision Making Committee agendas and facilitates Steering Committee meetings to discuss decisions related to teaching and learning and addresses concerns and issues identified by faculty and/or staff members. She also works with the principal to prioritize needs of faculty and staff while serving as a liaison between teachers, administration, and union.

Marjorie Bodin--Literacy Coach?

Mrs. Bodin provides ongoing training and support for teachers in the school to build their capacity and effectiveness as reading and writing teachers to deliver core instruction, Tier II instruction, and Tier III instruction. She facilitates Professional Learning Community meetings for teachers to review student work, assessment data, develop lesson plans, and assessment data. Ms. Bodin also develops or brokers technology necessary to manage and display data and technical support to teachers and staff regarding data management and display.

Pam Kibler – Guidance Counselor

Ms. Kibler provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provide consultation services to general and special education teachers, parents, and administrators; provide group and individual student interventions; and conduct direct observation of student behavior.

Mychelle Grover and Stephanie Stripling-Mitchell – Assistant Principals

In addition to managing the daily operation of the school, both assistant principals are proactive at analyzing data, managing curriculum, monitoring lesson plans, and evaluating teachers by completing formal and informal evaluations to promote student learning and growth. The assistant principals also provide information about school-wide and class-wide behavior curriculum and instruction; participate in behavioral data collection; collaborate with staff to implement behavioral intervention, and provide professional development to faculty and staff.

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

The school leadership team is routinely reviewing and assessing resources in order to meet the needs of all students. Prior to the school year, the Literacy Coach and Assistant Principals reviewed FCAT 2.0 scores to determine AMO targets, students in the lowest 25%, and strengths and weaknesses. Then resources such as tutors, supplemental materials, and business partners used the previous year are evaluated to determine effectiveness and availability for 2014-2015 school year. If new supplemental materials, mentors, tutoring or other services are needed, then the items needed are presented to the principal to determine if school budget funds, School Improvement Funds, or Supplemental Academic Instruction funds can be used.

During the SAC meeting, the inventory is presented and a request is made by an administrator or literacy coach. Parent-Teacher Association may also be asked to provide assistance as well. S process.

Supplemental Academic Instruction (SAI) funds, if available this school year, will be utilized to provide part-time tutors and materials to meet with students in grades 3-5. Tutors will focus on students who scored a level 1 or level 2 on the previous year's FCAT. Remediation will cover the academic areas of reading, writing, and math.

## School Advisory Council (SAC)

### Membership

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

| Name             | Stakeholder Group          |
|------------------|----------------------------|
| Patricia Carson  | Principal                  |
| Chris Johnson    | Parent                     |
| Missy Carter     | Parent                     |
| Kayla Gothier    | Parent                     |
| Marjorie Bodin   | Education Support Employee |
| Jennifer Tarrant | Parent                     |
| Alayne Bylock    | Parent                     |
| Angela Hamilton  | Parent                     |
| Robert Curran    | Teacher                    |
| Tammy Castro     | Parent                     |
| Darrick Seymore  | Parent                     |
| Maria Lowney     | Parent                     |
| David Foster     | Business/Community         |
|                  | 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*

The School Advisory Council reviewed the 2013-2014 School Improvement Plan during the February SAC meeting when the Mid-Year Stakeholder Report was presented. The Mid-Year Stakeholder Report provided assessment data and showed members the student's progress towards meeting the school improvement goals for reading, math, writing, and science.

On September 8th, a group of SAC and PTA members met to evaluate last year's school improvement plan and assist with the development of this year's school improvement plan. The group determined that the overall goal to increase parent support and involvement was met. PTA membership increased from 564 during the 2012-2013 to 606 during the 2013-2014 school year. Parent Sign-in Sheets also revealed the attendance at Literacy Night decreased; however, the Math Night and Science Night were combined into STEAM Night and attendance was record breaking. More than three hundred parents and students attended STEAM Night.

### *Development of this school improvement plan*

Due to the limited availability of parents, a committee of teachers met without parents to begin the development of the school improvement plan by creating a list of strategies and barriers.

On September 8th, after the evaluation of last year's school improvement plan, the committee of parents began the development of this year's school improvement plan. The committee created a list of ideas, goals, strategies, and barriers and the information from the committee of teachers was shared and compared with information compiled by the parent committee.

Ironically, both groups identified the same strategies and barriers. The parent committee decided on the goal

and discussed ways to promote education and recommended activities to the Principal. The ideas will be presented at the October SAC meeting.

### *Preparation of the school's annual budget and plan*

Although the District uses the Staff Allocation Model, the principal reviewed and shared the school budget with SAC members during the both the May 2014 and August 2014 SAC meeting. The principal explained the FTE, and number of positions allocated for classroom teachers and resource teachers.

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

In March 2014, administrators and the instructional coach compiled a list of materials needed to support the implementation of Common Core. A discussion was held with SAC members and a few items were reviewed while others were added to be reviewed until SAC members were pleased. A vote via email was held in July 2014 to purchase laptops for students in K-5 and Writing Units of Study by Lucy Caulkins for K-2.

**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               |
|-------------------------------|---------------------|
| Bodin, Marjorie               | Instructional Coach |
| Carson, Patti                 | Principal           |
| Grover, Mychelle              | Assistant Principal |
| Stripling-Mitchell, Stephanie | Assistant Principal |

**Duties**

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership Team (LLT) works to implement the new instructional framework and gradual release method in all literacy blocks as well as works to increase the use of complex and informational texts in the classroom on a daily basis. The goal of the LLT is to promote a love for reading and provide the support and assistance needed to maximize student achievement. Team members model best practices and provide professional development that allows teachers the opportunity to incorporate research-based instructional strategies in their classroom.

**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**

Mandarin Oaks Elementary provides several opportunities each week for teachers on all grade levels to work collaboratively. One day a week each grade level meets with the literacy coach for professional learning community. During this time, teachers analyze data to drive instruction, review district curriculum guides, and create student lessons that are engaging and rigorous. Mentor teachers are assigned to help new teachers become acclimated to the faculty, and become comfortable with the school. When teachers are assigned to new grade levels, support is provided to that teacher by the

veteran members of the grade level. Teacher's personal and professional accomplishments are celebrated at each faculty meeting. Teachers are celebrated daily during Teacher Appreciation Week.

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

Mandarin Oaks Elementary takes great pride in its teachers and works proactively to retain their services and recruit those who are highly qualified. Mandarin Oaks works collaboratively with the University of North Florida to host literacy interns, pre-interns obtaining field experience, and student teachers finalizing their course of study to become full-time certified and ESOL endorsed teachers. By doing this, our school has the opportunity to recruit teachers with current research-based training and those who are already familiar with our students and programs.

In order to maintain our highly qualified teachers, Mandarin Oaks provides continuous support to its staff. On the first day of school, all new faculty members meet with administrators to receive new teacher handbooks and pertinent information to assure a successful school year. In addition, all new teachers are partnered with a veteran and highly qualified teacher to serve as their mentor and work hand-in-hand with them throughout the year to create a smooth transition. Marjorie Bodin, our literacy coach and professional development facilitator, leads the Mentoring and Induction for Novice Teachers (MINT) program for teachers with 3 or fewer years of service as well as those experienced teachers who are in need of additional support. MINT program participants have regularly scheduled meetings each month to review district expectations and to address the needs and concerns of our novice teachers. All teachers are given the opportunity to observe their peers and participate in professional learning communities. This allows all teachers to grow and develop effective and highly-effective instructional practices. Professional development opportunities in current research-based methods are provided for all faculty members to enhance continuity and create highly-qualified teachers.

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

Beginning teachers as well as experienced teachers in need of improvement or new to Mandarin Oaks are paired with an effective or highly effective teacher to be their mentor. Mentors and mentees are paired according to subject and /or grade commonalities. The mentor teacher and mentee work together through all steps of the MINT program. The MINT program is coordinated by the professional development facilitator. All participants in the MINT program meet on the first Wednesday afternoon of every month to discuss needed training, resources, focus observations, and district expectations. All teachers are provided with continuous support for modeling best practices, resources to enhance instructional delivery, and professional development to improve classroom management as well as develop highly qualified teachers.

## **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***

The leadership team of Mandarin Oaks Elementary works closely with all academic departments within DCPS to ensure that teachers are following the district designed curriculum guides, which provide thorough direction of Florida Standards, including best practices and materials to implement our new standards. The Leadership team observes classrooms on a weekly basis to determine if lessons taught align with the requirements of the LAFs and MAFs. Lessons are also observed for implementation of response mechanisms as indicated by the FSA Item Specifications. Teachers

needing support with implementation of standards are referred to the school's instructional coach, and school wide overarching areas of concern are addressed in weekly PLCs. Once areas of concern have been addressed and steps of action identified, the Leadership team once again observes to ensure that improvements are made to ensure quality instruction.

### **Instructional Strategies**

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

The Leadership Team reviews District and State assessment data to ensure that students are assigned to teachers who can best meet their needs and establish relationships with the students. During Professional Learning Communities, teachers review data with the instructional coach and look for trends, strengths, and areas of improvement. Assessments are also designed to meet the needs of the Florida Standards. Once data is reviewed, teachers work collaboratively to develop individualized activities that best meet the needs of students. Students work in small differentiated learning groups at their level, and instruction is scaffolded to help students meet the requirements of the Florida Standards. MTSS time is uniform for all grade levels to provide support or enrichment for students. Students with disabilities are provided additional support from Varying Exceptional Education Teachers to address their areas of concern.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 1,080

The students scoring level 1 and level 2 on the previous year's FCAT will be encouraged to attend before and/or after school tutoring. The tutoring sessions are 30 minutes before school and/or one hour after school.

#### ***Strategy Rationale***

Assessment data of many of the students revealed that the students need extended learning strategies to address deficits. Students will also benefit from small group instruction.

#### ***Strategy Purpose(s)***

- Enrichment

#### ***Person(s) responsible for monitoring implementation of the strategy***

Bodin, Marjorie, bodinm@duvalschools.org

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

Students will utilize Ready Common Core Reading Program by Curriculum Associates for tutoring. This curriculum includes a pre/post test to measure student growth.

Students will utilize Math Navigator for remediation in math. This curriculum includes a pre/post test to measure student growth.

### **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***

The faculty and staff at Mandarin Oaks Elementary works hard to ensure that elementary transitions for students are successful. In order to prepare incoming parents and students for kindergarten, the school works closely with PTA to host the Kindergarten Round Up. This event is advertised by making all local day-cares and pre-kindergarten providers aware of dates and times through phone calls and flyers for parents. During this event, parents are given tours of our kindergarten classrooms and school facilities. Each kindergarten teacher attends and provides parents with strategies to help our prospective students transition from the daycare setting to a full school day. Daycares in the area also schedule field trips to the school to allow preschool children to spend 30-60 minutes in the school and tour the school.

In order to transition fifth grade students to middle school, a middle school guidance counselor visits the school to inform students of the various activities and electives available in middle school. Field trips are scheduled to middle schools within our feeder pattern. Fifth grade students are accompanied by the school guidance counselor and are given a tour of the middle school campus. Students then meet with the middle school guidance counselors and discuss available elective classes as well as student expectations for middle school.

In addition to supporting students transitioning to kindergarten and sixth grade, in January and February, the school will offer tours to invite perspective kindergarten thru fifth grade students and their parents to visit the school to gain a understanding of Accelerated Learning Academy.

### **College and Career Readiness**

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

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

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

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase student ability to analyze, comprehend, and respond to complex texts.
- G2.** Increase student understanding of the correlation between scientific investigations and concepts.
- G3.** Increase student ability to demonstrate understanding of mathematical concepts through computation and natural language response.
- G4.** Increase writing proficiency across multiple genres on all grade levels.

## Strategic Goals Detail

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

**G1. Increase student ability to analyze, comprehend, and respond to complex texts.** 1a

G043792

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students   | 85.0          |
| FCAT 2.0 Science Proficiency | 85.0          |

**Resources Available to Support the Goal** 2

- Novel Studies for grades 2-5
- Common Core Appendix C, Text Exemplars
- Science Leveled Readers
- K-2 Lucy Calkins Units of Study in Opinion, Narrative, and Informational Writing
- Close Reading Baskets
- Literacy Coach
- Super Science, National Geographic magazines, Time for Kids
- Making Words and other vocabulary resources
- Achieve3000 online computer program for grades 3-5
- iReady Reading online computer program for grades K-5
- Write to Learn online computer program for grade 5
- StoryWorks

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding of New Florida Standards, Assessment, and Testing Platform
- Lack of Student Engagement
- Lack of effective lessons using informational texts.

**Plan to Monitor Progress Toward G1.** 8

Analyze data from quarterly CGAs in grades 2-5 and create remediation groups based on student needs.  
Administer DAR 2-3 times a year depending on FLKRS / iReady results.  
Monitor Achieve3000 usage and scores  
Use Progress Monitoring on iReady Reading and review iReady usage reports

**Person Responsible**

Marjorie Bodin

**Schedule**

Quarterly, from 9/8/2014 to 5/22/2015

**Evidence of Completion**

Curriculum Guide Assessment Data Formative and Summative assessments iReady Reading Diagnostic Scale Score and Progress Monitoring scores Achieve 3000 Usage Reports 2015 FSA Scores Classroom observations Lesson Plans Student use of RACE strategy in interactive journals, writing assignments

**G2. Increase student understanding of the correlation between scientific investigations and concepts.** 1a

G043793

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 85.0          |

**Resources Available to Support the Goal** 2

- Early Release Trainings
- PTA General Fund
- Vertical Planning
- Trainings
- Peer Data Talks
- Science Buddies

**Targeted Barriers to Achieving the Goal** 3

- Effective Teacher Instruction

**Plan to Monitor Progress Toward G2.** 8

Teacher Assessment Data  
CGA Data

**Person Responsible**

Marjorie Bodin

**Schedule**

Quarterly, from 9/1/2014 to 3/31/2015

**Evidence of Completion**

CGA Data showing improvement from CGA Baseline FCAT Science scores Classroom walkthroughs Informal/formal observations

**Plan to Monitor Progress Toward G2.** 8

Science lessons will be observed.

**Person Responsible**

Stephanie Stripling-Mitchell

**Schedule**

Monthly, from 4/1/2015 to 4/30/2015

**Evidence of Completion**

CGA Data showing improvement from CGA Baseline FCAT Science scores Informal/formal observations Classroom walk throughs

**Plan to Monitor Progress Toward G2. 8**

Interactive science journals and/or student work

**Person Responsible**

Stephanie Stripling-Mitchell

**Schedule**

Monthly, from 9/1/2014 to 6/1/2015

***Evidence of Completion***

Students will show evidence of improved writing. Student classwork will show evidence of connection to science experiments Informal/formal observations Classroom walk throughs

**G3.** Increase student ability to demonstrate understanding of mathematical concepts through computation and natural language response. 1a

G043795

**Targets Supported** 1b

| Indicator               | Annual Target |
|-------------------------|---------------|
| AMO Math - All Students | 85.0          |

**Resources Available to Support the Goal** 2

- DCPS Curriculum Guides
- Performance Matters performance tasks
- Envisions (Resource Centers books) and performance tasks
- CPALMs MEAs
- iReady and Ready Tool Teacher Toolbox
- District Specialist
- Math Investigations in Number, Data, and Space

**Targeted Barriers to Achieving the Goal** 3

- Lack of materials for student centers

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

Lesson Plans  
Informal/Formal Observations  
Classroom Walkthroughs  
Student journals

**Person Responsible**

Mychelle Grover

**Schedule**

Weekly, from 9/19/2014 to 6/5/2015

**Evidence of Completion**

Student work showing evidence of understanding of mathematical concepts through drawings, written explanations, and use of manipulatives Student proficient performance on 2015 FSA Math assessment Quarterly CGAs showing improvement from CGA Baseline tested standards Classroom walkthroughs indicating implementation of the Pillars of Excellent Instruction

**G4. Increase writing proficiency across multiple genres on all grade levels.** 1a

G043796

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 85.0          |
| AMO Reading - All Students   | 85.0          |
| AMO Math - All Students      | 85.0          |

**Resources Available to Support the Goal** 2

- Novel Studies
- Interactive Word Walls
- Vocabulary resources-Making Words
- Literacy Coach
- District Specialist
- Lucy Calkins Unit of Study in Opinion, Narrative, and Informational Writing
- Vocabulary Block 3-5
- Write to Learn grade 5 only
- Achieve 3000 grades 3-5

**Targeted Barriers to Achieving the Goal** 3

- Lack of vocabulary development
- Lack of background in grammar conventions, mechanics, and punctuation
- Insufficient Implementation of cross-curricular writing

**Plan to Monitor Progress Toward G4.** 8

Writing prompts will be administered throughout the year.  
Achieve3000 Usage  
Write To Learn Usage  
2015 FSA Writing Assessment  
Analysis of Writing Portfolios across all grade levels  
Classroom walkthroughs to observe implementation of writing process

**Person Responsible**

Mychelle Grover

**Schedule**

Quarterly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

District Editing Tasks Proficient writing in student writing portfolios Effective Constructed Reading Response Questions on the FSA Proficient writing score on FSA Writing Prompt Essay 2015 Classroom observations reflecting implementation of writing process and Pillars of Excellent Instruction in Writing

## Action Plan for Improvement


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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase student ability to analyze, comprehend, and respond to complex texts. **1**

 G043792

**G1.B1** Lack of understanding of New Florida Standards, Assessment, and Testing Platform **2**

 B107382

**G1.B1.S1** Using the new FL Standards, teachers will create questions and assessments based upon the item specifications. **4**

 S118804

### Strategy Rationale

Teachers will embed questions and use when providing instruction.

### Action Step 1 **5**

Teachers and literacy coach will locate complex texts to utilize for creating new teacher-made questions and assessments based on the new FL standards.

### Person Responsible

Marjorie Bodin

### Schedule

Biweekly, from 9/8/2014 to 5/15/2015

### Evidence of Completion

Common Planning Agenda and Attendance Sheets Teacher-created assessments Lesson Plans



**Action Step 2** 5

Teachers and literacy coach will create questions aligned with the item specifications from the new FL Standards.

**Person Responsible**

Marjorie Bodin

**Schedule**

Biweekly, from 9/8/2014 to 5/15/2015

**Evidence of Completion**

Common Planning Agenda and Attendance Sheets Teacher-created assessments Lesson Plans

**Action Step 3** 5

Teachers and instructional coach will create appropriate answer choices and mechanisms for completion.

**Person Responsible**

Marjorie Bodin

**Schedule**

Biweekly, from 9/8/2014 to 5/15/2015

**Evidence of Completion**

Common Planning Agenda and Attendance Sheets Teacher-created Assessments Lesson Plans

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

Monthly PLC meetings to create question stems and assessments based on item specifications.

**Person Responsible**

Marjorie Bodin

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes Question Stems Teacher-created Assessments PLC Agenda and Attendance Sheets

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

Lesson Plans (to include FSA question stems / assessments)  
Classroom Walk-through Artifacts  
Formal/Informal Observations  
Quarterly Data Chats  
Common Planning Time Meeting Minutes  
DCPS Coaching Cycle Feedback Forms

**Person Responsible**

Stephanie Stripling-Mitchell

**Schedule**

Monthly, from 9/8/2014 to 5/22/2015

**Evidence of Completion**

Curriculum Guide Assessments 2015 FSA Achieve3000 Teacher-Created Assessments

**G1.B1.S2** Students will write across all curriculum areas. 4

 S118805

**Strategy Rationale**

Students will improve writing skills.

**Action Step 1** 5

Teachers will implement with fidelity the use of interactive journals with written responses in all subject areas.

**Person Responsible**

Mychelle Grover

**Schedule**

Weekly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans Interactive Journals Student Work Informal/Formal Observations

### Action Step 2 5

Teachers in all grade levels will consistently use the constructed and extended response writing rubrics.

#### **Person Responsible**

Mychelle Grover

#### **Schedule**

Monthly, from 9/8/2014 to 5/29/2015

#### **Evidence of Completion**

Lesson Plans Anchor Charts Classroom Walk-throughs Informal/Formal Observations  
Student Work Task Performances Student Assessments Writing Portfolios Interactive  
Journals

### Action Step 3 5

Teachers will incorporate written response questions in all subject areas.

#### **Person Responsible**

Stephanie Stripling-Mitchell

#### **Schedule**

Biweekly, from 9/8/2014 to 5/29/2015

#### **Evidence of Completion**

Lesson Plans Literacy Center Activities Anchor Charts Classroom Walk-Throughs Informal/  
Formal Observations Student Work Quarterly Assessment Data Interactive Journals

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Weekly common planning with Literacy Coach to create and/or review lesson plans for implementation of writing in all subject areas and to complete editing tasks

#### **Person Responsible**

Mychelle Grover

#### **Schedule**

Monthly, from 9/8/2014 to 5/22/2015

#### **Evidence of Completion**

Lesson Plans Anchor Charts Classroom Walk-throughs Formal/Informal Observations  
Writing Portfolios Interactive Journals Common Planning Agenda and Attendance Sheet

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Lesson Plans indicating writing across all subject areas  
Classroom Walk-Through Artifacts  
Quarterly Data Chats  
Coaching Feedback Forms  
Formal/Informal Observations  
Quarterly Assessments  
Interactive Journals  
Writing Portfolios

**Person Responsible**

Stephanie Stripling-Mitchell


**Schedule**

Monthly, from 9/8/2014 to 5/22/2015

**Evidence of Completion**

Writing Portfolio Write to Learn profile and usage report for fifth grade students Quarterly CGAs 2015 FSA

**G1.B1.S3** Provide scaffolded close readings of high-interest complex text. 4

 S118806

**Strategy Rationale**

Student will improve their ability to read and comprehend on grade level text.

**Action Step 1** 5

Participate in professional learning community observing video-streamed model classrooms.

**Person Responsible**

Marjorie Bodin

**Schedule**

Quarterly, from 9/8/2014 to 5/22/2015

**Evidence of Completion**

Professional Development agenda and attendance sheets Lesson Plans

**Action Step 2** 5

Participate in professional development on close reading and student engagement using Kagan Strategies.

**Person Responsible**

Marjorie Bodin

**Schedule**

Quarterly, from 8/11/2014 to 5/29/2015

**Evidence of Completion**

Common Planning agenda/ minutes Professional Development Attendance Sheet Lesson Plans Classroom Walk-Throughs

**Action Step 3** 5

Incorporate engaging and scaffolded close readings of complex text in the literacy block.

**Person Responsible**

Mychelle Grover

**Schedule**

Quarterly, from 11/3/2014 to 5/22/2015

**Evidence of Completion**

Lesson Plans Informal/Formal Observations Student Work / Task Performances Anecdotal Notes Curriculum Guides Interactive Journals

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Weekly common planning with Literacy Coach to develop scaffolded close reading lessons.

**Person Responsible**

Marjorie Bodin

**Schedule**

Weekly, from 9/8/2014 to 5/22/2015

**Evidence of Completion**

Lesson Plans Common Planning Agenda and Attendance Sheet Student Interactive Journals Student work/performance tasks

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Lesson Plans  
Classroom Walk-throughs  
Formal/Informal observations  
Data Chats

**Person Responsible**

Mychelle Grover


**Schedule**

Quarterly, from 9/8/2014 to 5/29/2015


**Evidence of Completion**

2015 FSA iReady Reports Quarterly CGA's

**G1.B2 Lack of Student Engagement** 2

 B107383

**G1.B2.S1 Implement the use of interactive journals to improve student participation.** 4

 S118807

**Strategy Rationale**

Students will improve thinking and writing skills.

**Action Step 1** 5

Employ the use of interactive journals when students respond to reading complex text and informational text.

**Person Responsible**

Mychelle Grover

**Schedule**

Monthly, from 9/8/2014 to 5/22/2015

**Evidence of Completion**

Student Interactive Journals Lesson Plans Anecdotal Notes

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

Use interactive journals to actively engage students in learning

**Person Responsible**

Mychelle Grover

**Schedule**

Biweekly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans Interactive Journals Classroom Walk-throughs

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

Interactive Journals  
Lesson Plans  
Classroom Walk-throughs  
Formal/Informal Observations  
Common Planning agenda and attendance sheets

**Person Responsible**

Mychelle Grover


**Schedule**

Quarterly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

CGA's iReady Usage Reports 2015 FSA 2015 FCAT 2.0 Science

**G1.B2.S2** Transition from teacher-led classroom lessons to lessons driven by students engaged in meaningful conversation. 4

 S118808

### Strategy Rationale

Increase student engagement

### Action Step 1 5

Provide teachers with professional development training on Kagan Strategies.

#### **Person Responsible**

Marjorie Bodin

#### **Schedule**

Quarterly, from 8/11/2014 to 2/20/2015

#### **Evidence of Completion**

PD Attendance Sheet Lesson Plans Classroom Artifacts

### Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Participate in professional development opportunities to learn various Kagan Strategies to improve student engagement.

#### **Person Responsible**

Marjorie Bodin

#### **Schedule**

Quarterly, from 8/11/2014 to 2/20/2015

#### **Evidence of Completion**

Professional Development agenda/minutes PowerPoint Lesson Plans Posters Student Interaction during formal/informal observations



**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Lesson Plans  
Classroom Walk-throughs  
Coaching Cycle Feedback Forms

**Person Responsible**

Stephanie Stripling-Mitchell


**Schedule**

Quarterly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Effective student engagement during formal/informal observations Student driven instruction

**G1.B3 Lack of effective lessons using informational texts. 2**

 B107384

**G1.B3.S1 Utilize science and social studies leveled readers during independent reading, partner reading, guided reading, and read-alouds. 4**

 S118810

**Strategy Rationale**

Provide high-interest cross-curricular materials.

**Action Step 1 5**

Incorporate the use of National Geographic magazine, Super Science magazine, and/or Time for Kids magazine in class lessons and center rotations to provide high-interest informational texts.

**Person Responsible**

Marjorie Bodin

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans Student Work Samples Performance Tasks Classroom Walk-throughs  
Informal/Formal Observations

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

Utilize Super Science, National Geographic Magazine, or Time for Kids during focus lessons and/or center rotations. Provide students with opportunities to discuss and respond to nonfiction topics.

**Person Responsible**

Marjorie Bodin

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans Student Work Samples Performance Tasks Interactive Journals Classroom Walk-throughs Formal/Informal Observations

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Lesson Plans  
Classroom Walk-Throughs  
Formal/Informal Observations

**Person Responsible**

Mychelle Grover

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

CGA's 2015 FCAT 2.0 Science 2015 FSA Reading

**G1.B3.S2** Incorporate the use of the computer program Achieve3000. 4

 S118811

**Strategy Rationale**

Allow student practice with online reading process to prepare for new testing platform.

**Action Step 1** 5

Teachers will attend training on the new computer program Acheive 3000 and implement the use of the program into their reading center rotations.

**Person Responsible**

Marjorie Bodin

**Schedule**

Daily, from 8/11/2014 to 5/29/2015

**Evidence of Completion**

Professional Development Sign-in sheet Achieve 3000 Usage Reports Class set-up

**Action Step 2** 5

Students will utilize the high-interest informational articles from Achieve 3000 to increase reading lexile levels and gain more experience utilizing technology tools with reading.

**Person Responsible**

Marjorie Bodin

**Schedule**

Daily, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Achieve 3000 Usage Reports High point Winners noted on the program Student Level Set Scores

**Plan to Monitor Fidelity of Implementation of G1.B3.S2 6**

Utilize Achieve3000 during reading rotation centers at least 2 times per week to increase student exposure to informational texts.

**Person Responsible**

Mychelle Grover

**Schedule**

Daily, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Achieve3000 Level Set Scores Achieve3000 Usage Reports

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Lesson Plans  
Classroom Walk-Throughs  
Formal/Informal Observations  
Weekly Usage Reports  
Center Rotations

**Person Responsible**

Mychelle Grover

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Curriculum Guide Assessments 2015 FSA Reading Test Achieve3000 Level Set

**G2. Increase student understanding of the correlation between scientific investigations and concepts.** 1

G043793

**G2.B5 Effective Teacher Instruction** 2

B113353

**G2.B5.S1 Implement aligned investigations in lessons daily.** 4

S124778

**Strategy Rationale**

Connect investigations to content.

**Action Step 1** 5

All K-5 teachers will implement aligned investigations.

**Person Responsible**

Stephanie Stripling-Mitchell

**Schedule**

Weekly, from 9/24/2014 to 6/1/2015

**Evidence of Completion**

Lesson Plans Informal/Formal Observations Classroom Observations

**Action Step 2** 5

Provide training to increase teacher content knowledge.

**Person Responsible**

Stephanie Stripling-Mitchell

**Schedule**

Quarterly, from 10/1/2014 to 6/1/2015

**Evidence of Completion**

Professional Development Agenda and Attendance Sheet Lesson Plans Informal/Formal Observations Classroom Observations

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

Implementation of interactive journals in science will be monitored.

**Person Responsible**

Stephanie Stripling-Mitchell

**Schedule**

Biweekly, from 9/24/2014 to 6/1/2015

**Evidence of Completion**

Student science interactive journals

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

Science Lessons with aligned investigations

**Person Responsible**

Stephanie Stripling-Mitchell

**Schedule**

Weekly, from 9/1/2014 to 6/1/2015

**Evidence of Completion**

Lesson Plans Formal/Informal Observation CGA Data

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

Professional Development

**Person Responsible**

Stephanie Stripling-Mitchell

**Schedule**

Quarterly, from 9/1/2014 to 3/31/2015

**Evidence of Completion**

Effective and engaging lessons Lesson Plans Formal/Informal Observations CGA Data

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

Student Responses to Literature

**Person Responsible**

Stephanie Stripling-Mitchell


**Schedule**

Monthly, from 9/1/2014 to 6/1/2015

**Evidence of Completion**

Student work Lesson Plans Formal/Informal Observation

**G2.B5.S2 Professional Development** 4

 S124825

**Strategy Rationale**

Increase teacher content knowledge

**Action Step 1** 5

Teachers will collaboratively meet and plan weekly for effective instruction.

**Person Responsible**

Marjorie Bodin

**Schedule**

Weekly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

PLC Agenda and Attendance Sheets Lesson Plans Informal/Formal Observations  
Classroom Observations

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

Weekly PLC Meeting Agenda

**Person Responsible**

Marjorie Bodin

**Schedule**

Weekly, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

Lesson Plans Interactive Journals

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

Lesson Plans

**Person Responsible**

Marjorie Bodin

**Schedule**


Biweekly, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

Meeting minutes Lesson Plans Interactive Journals



**G2.B5.S3** Use science leveled readers to complete a response to literature. 4

 S124827

**Strategy Rationale**

Incorporating writing across the curriculum

**Action Step 1** 5

When formulating scientific conclusions, students will write in complete sentences.

**Person Responsible**

Stephanie Stripling-Mitchell

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

Interactive Science Journals Lab Sheets

**Plan to Monitor Fidelity of Implementation of G2.B5.S3** 6

Student Interactive Journals  
Exit Tickets

**Person Responsible**

Stephanie Stripling-Mitchell

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

Student Journal Entries Constructed response questions

**Plan to Monitor Fidelity of Implementation of G2.B5.S3** 6

Student Interactive Journals  
Exit Tickets

**Person Responsible**

Stephanie Stripling-Mitchell

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

Student Journal Entries Constructed response questions

**Plan to Monitor Effectiveness of Implementation of G2.B5.S3** 7

Student assessment scores  
Journal Entries

**Person Responsible**

Mychelle Grover

**Schedule**

Quarterly, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

CGA scores Science Assessments

**G3.** Increase student ability to demonstrate understanding of mathematical concepts through computation and natural language response. 1

G043795

**G3.B3** Lack of materials for student centers 2

B107392

**G3.B3.S1** Create a Math Materials Board for teachers to share materials. 4

S125947

### Strategy Rationale

Teachers will spend less time and resources developing centers by sharing center ideas

### Action Step 1 5

Create a Math Materials Board for teachers to check-out and share materials.

#### Person Responsible

Rob Curran

#### Schedule

Monthly, from 9/19/2014 to 6/5/2015

#### Evidence of Completion

Math Materials Board and Check out Log

### Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Teacher Created Math Materials Board in the teachers' mail room.

#### Person Responsible

Rob Curran

#### Schedule

Monthly, from 9/19/2014 to 6/5/2015

#### Evidence of Completion

Board will show evidence of use and there will be a log of materials exchanged

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7**

Teachers utilizing the math materials board to create aligned and differentiated center activities.

**Person Responsible**

Mychelle Grover


**Schedule**

Weekly, from 9/19/2014 to 6/5/2015

**Evidence of Completion**

Math center rotations Differentiated centers Lesson Plans Informal/Formal Observations

**G3.B3.S2** Compose and build an electronic E-File for teachers to easily access materials for differentiated centers. 4

 S125948

**Strategy Rationale**

Teachers will have handouts and center activities readily available.

**Action Step 1 5**

Teachers will have an electronic share point that contains printable math materials (manipulatives, handouts, center ideas).

**Person Responsible**

Rob Curran

**Schedule**

Monthly, from 9/19/2014 to 6/5/2015

**Evidence of Completion**

The e-file will contain material for teachers to use and will be frequently updated (monthly) with new material.

**Plan to Monitor Fidelity of Implementation of G3.B3.S2** 6

E-file will be used to share materials created during math PLCs. Administration will monitor use of e-file during classroom observations.

**Person Responsible**

Mychelle Grover

**Schedule**

Monthly, from 9/19/2014 to 6/5/2015

***Evidence of Completion***

Teachers will provide feedback on e-file usage to administration and grade level math leads.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S2** 7

Lesson Plans  
Informal/Formal Observations  
Classroom Observations

**Person Responsible**

Mychelle Grover


**Schedule**

Weekly, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

Center rotations Differentiated Instruction

**G3.B3.S3** Provide grade level and vertical articulation planning to identify specific grade level skills and concepts needed to address new FL Standards and types of questions. 4

 S125951

### Strategy Rationale

Teachers will have an opportunity to collaborate and become familiar with grade level skills and concepts.

### Action Step 1 5

Teachers will meet to discuss math concepts, progressions, and best practices as outlined in the Florida State Standards.

#### Person Responsible

Rob Curran

#### Schedule

Monthly, from 9/19/2014 to 6/5/2015

#### Evidence of Completion

PLC minutes, early release agenda

### Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

Administrators will attend meetings to monitor and ensure materials and resources are available.

#### Person Responsible

Mychelle Grover

#### Schedule

Monthly, from 9/19/2014 to 6/5/2015

#### Evidence of Completion

Meeting Agenda and minutes Attendance Sheets

**Plan to Monitor Effectiveness of Implementation of G3.B3.S3 7**

Students will show progress on iReady, Quarterly CGA's, and FSA.

**Person Responsible**

Patti Carson


**Schedule**

Monthly, from 9/19/2014 to 6/5/2015


**Evidence of Completion**

iReady scores CGA Assessments 2015 Math FSA


**G4. Increase writing proficiency across multiple genres on all grade levels. 1**

 G043796

**G4.B1 Lack of vocabulary development 2**

 B107394

**G4.B1.S1 Provide vocabulary rich texts. 4**

 S118823

**Strategy Rationale**

Allows students more exposure to words that will increase vocabulary development.

**Action Step 1 5**

Provide students vocabulary rich literature to enhance exposure to complex texts and vocabulary.

**Person Responsible**

Marjorie Bodin

**Schedule**

Weekly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans Classroom libraries Interactive Journals Student Work Data

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

Provide exposure to vocabulary rich, complex text daily.

**Person Responsible**

Marjorie Bodin

**Schedule**

Weekly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans Student Work Interactive Journals Reading corner/ bins Word Walls Common Planning Minutes

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

Lesson Plans  
Classroom Walk-throughs  
Word Walls  
Student Assessments

**Person Responsible**

Stephanie Stripling-Mitchell

**Schedule**


Quarterly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

CGAs DAR 2015 FSA Teacher Created Assessments iReady Achieve3000



**G4.B1.S2** Incorporate Michael Haggerty's Blue Book & Making Words daily in grades K-2. 4

 S118825

**Strategy Rationale**

Giving students time to manipulate and think about sounds and word building.

**Action Step 1** 5

Incorporate the use of the program Making Words and Michael Haggerty's Blue Book within the literacy block daily.

**Person Responsible**

Marjorie Bodin

**Schedule**

Daily, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans Word Walls Classroom Walk-throughs

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

Incorporate a daily lesson using Michael Haggerty's Blue Book and/or Making Words.

**Person Responsible**

Marjorie Bodin

**Schedule**

Daily, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans Word Walls Center Activities

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

Lesson Plans  
Classroom Walk-throughs  
Charts  
Formal/Informal Observations

**Person Responsible**

Stephanie Stripling-Mitchell


**Schedule**

Biweekly, from 9/8/2014 to 5/29/2015


**Evidence of Completion**

CGAs DAR iReady 2015 FSA

**G4.B2 Lack of background in grammar conventions, mechanics, and punctuation 2**

 B107395

**G4.B2.S1 Embed the teaching of grammatical concepts within the writing process and practice. 4**

 S118827

**Strategy Rationale**

Grammar will not be taught in isolation.

**Action Step 1 5**

Teach grammar and mechanics in a daily skills block that leads into the writing process. Utilize Daily Oral Language or other grammar resources that are available.

**Person Responsible**

Stephanie Stripling-Mitchell

**Schedule**

Weekly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans Classroom Artifacts Classroom Walk-throughs Interactive Journals

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

Teaching grammar and mechanics daily as an introduction to the writing process.

**Person Responsible**

Stephanie Stripling-Mitchell

**Schedule**

Daily, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans Student Work Classroom Artifacts Classroom Walk-throughs Student Interactive Journals

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

Lesson Plans  
Writing Journals  
Interactive Journals  
Formal / Informal Observations

**Person Responsible**

Stephanie Stripling-Mitchell

**Schedule**

Quarterly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

District Writing Prompts Text Dependent Questions Interactive Journals

**G4.B2.S2** Create grade level expectations for where students should be for each grade level. 4

S118828

**Strategy Rationale**

Ensure that all writer's crafts are taught by grade 4.

**Action Step 1** 5

Collaborate with grade level writing leads to create specific grade level expectations for students in grammar and writing to assure students are ready for the next level.

**Person Responsible**

Marjorie Bodin

**Schedule**

Biweekly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Writing Checklists Attendance Sheet

**Plan to Monitor Fidelity of Implementation of G4.B2.S2** 6

Collaboratively create grade level writing expectations for grades K-5.

**Person Responsible**

Marjorie Bodin

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Writing Checklist for each grade level Attendance Sheet

**Plan to Monitor Effectiveness of Implementation of G4.B2.S2** 7

Writing Checklist for each grade level  
Classroom Walk-throughs  
Student Work  
Writing Portfolios  
Writing Journals

**Person Responsible**

Mychelle Grover


**Schedule**

Quarterly, from 9/8/2014 to 5/29/2015


**Evidence of Completion**

District Writing Prompts 2015 FSA Writing Prompt Essay 2015 FSA Constructed Response Questions

**G4.B3 Insufficient Implementation of cross-curricular writing** 2

 B113441

**G4.B3.S1 Provide training on RACE- strategic method of writing applicable for all subject areas.** 4

 S124874

**Strategy Rationale**

RACE stands for 'Restate the Question, Answer the question, Cite evidence, and Explain your thinking.'

**Action Step 1** 5

Provide professional development for teachers to explain the RACE strategy for writing.

**Person Responsible**

Marjorie Bodin

**Schedule**

Daily, from 9/29/2014 to 10/3/2014

**Evidence of Completion**

Attendance Sheets PDF documents for RACE Agenda & PowerPoint Presentation

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

Monitor classroom artifacts that demonstrate the use of RACE  
Lesson Plans  
Informal/Formal Observations  
Classroom walkthroughs

**Person Responsible**

Stephanie Stripling-Mitchell

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans Charts Journal Activities

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

Review student writing selections  
Review student written response questions  
Lesson Plans  
Informal/Formal Observations  
Classroom Walk throughs

**Person Responsible**

Stephanie Stripling-Mitchell


**Schedule**

Quarterly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Quarter Editing Tasks Writing Portfolio Entries Constructed Response Test Questions

**G4.B3.S2** Teachers will implement RACE in their daily lessons across all subject areas. 4

 S124877

### **Strategy Rationale**

To provide consistency across all grade levels and subject areas.

### **Action Step 1** 5

Classroom teachers will Implement the use of RACE in the classroom.

#### **Person Responsible**

Marjorie Bodin

#### **Schedule**

Weekly, from 9/8/2014 to 10/31/2014

#### ***Evidence of Completion***

Lesson Plans Interactive Journals Student Work Anchor Charts

### **Plan to Monitor Fidelity of Implementation of G4.B3.S2** 6

Monitor interactive journals for each subject area.

#### **Person Responsible**

Stephanie Stripling-Mitchell

#### **Schedule**

Monthly, from 9/8/2014 to 5/29/2015

#### ***Evidence of Completion***

Student journal entries Constructed response questions on assessments Teacher Data

**Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7**

Lesson Plans  
Informal/Formal Observations  
Classroom Observations

**Person Responsible**

Stephanie Stripling-Mitchell

**Schedule**

Weekly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Student Data Classroom Assessments Interactive Journals

**Appendix 1: Implementation Timeline**

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

| Source      | Task, Action Step or Monitoring Activity   | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date  |
|-------------|--|------------------|-------------------------------|--|---------------------|
| G1.B1.S1.A1 | Teachers and literacy coach will locate complex texts to utilize for creating new teacher-made questions and assessments based on the new FL standards.  | Bodin, Marjorie  | 9/8/2014                      | Common Planning Agenda and Attendance Sheets Teacher-created assessments Lesson Plans                    | 5/15/2015 biweekly  |
| G1.B1.S2.A1 | Teachers will implement with fidelity the use of interactive journals with written responses in all subject areas.   | Grover, Mychelle | 9/8/2014                      | Lesson Plans Interactive Journals Student Work Informal/Formal Observations                              | 5/29/2015 weekly    |
| G1.B1.S3.A1 | Participate in professional learning community observing video-streamed model classrooms.  | Bodin, Marjorie  | 9/8/2014                      | Professional Development agenda and attendance shees Lesson Plans  | 5/22/2015 quarterly |
| G1.B2.S1.A1 | Employ the use of interactive journals when students respond to reading complex text and informational text.   | Grover, Mychelle | 9/8/2014                      | Student Interactive Journals Lesson Plans Anecdotal Notes  | 5/22/2015 monthly   |
| G1.B2.S2.A1 | Provide teachers with professional development training on Kagan Strategies.   | Bodin, Marjorie  | 8/11/2014                     | PD Attendance Sheet Lesson Plans Classroom Artifacts   | 2/20/2015 quarterly |
| G1.B3.S1.A1 | Incorporate the use of National Geographic magazine, Super Science magazine, and/or Time for Kids magazine in class lessons and center rotations to provide high-interest informational texts. | Bodin, Marjorie  | 9/8/2014                      | Lesson Plans Student Work Samples Performance Tasks Classroom Walk-throughs Informal/Formal Observations | 5/29/2015 monthly   |
| G1.B3.S2.A1 | Teachers will attend training on the new computer program Acheive 3000 and implement the use of the program into their reading center rotations.   | Bodin, Marjorie  | 8/11/2014                     | Professional Development Sign-in sheet Achieve 3000 Usage Reports Class set-up                           | 5/29/2015 daily     |
| G4.B1.S1.A1 | Provide students vocabulary rich literature to enhance exposure to complex texts and vocabulary.   | Bodin, Marjorie  | 9/8/2014                      | Lesson Plans Classroom libraries Interactive Journals Student Work Data                                  | 5/29/2015 weekly    |
| G4.B1.S2.A1 | Incorporate the use of the program Making Words and Michael Haggerty's Blue Book within the literacy block daily.  | Bodin, Marjorie  | 9/8/2014                      | Lesson Plans Word Walls Classroom Walk-throughs  | 5/29/2015 daily     |



**Duval - 2581 - Mandarin Oaks Elementary School - 2014-15 SIP**  
*Mandarin Oaks Elementary School*

| Source      | Task, Action Step or Monitoring Activity   | Who                           | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date  |
|-------------|--|-------------------------------|-------------------------------|--|---------------------|
| G4.B2.S1.A1 | Teach grammar and mechanics in a daily skills block that leads into the writing process. Utilize Daily Oral Language or other grammar resources that are available.                  | Stripling-Mitchell, Stephanie | 9/8/2014                      | Lesson Plans Classroom Artifacts Classroom Walk-throughs Interactive Journals  | 5/29/2015 weekly    |
| G4.B2.S2.A1 | Collaborate with grade level writing leads to create specific grade level expectations for students in grammar and writing to assure students are ready for the next level.          | Bodin, Marjorie               | 9/8/2014                      | Writing Checklists Attendance Sheet  | 5/29/2015 biweekly  |
| G2.B5.S1.A1 | All K-5 teachers will implement aligned investigations.  | Stripling-Mitchell, Stephanie | 9/24/2014                     | Lesson Plans Informal/Formal Observations Classroom Observations   | 6/1/2015 weekly     |
| G2.B5.S2.A1 | Teachers will collaboratively meet and plan weekly for effective instruction.  | Bodin, Marjorie               | 9/8/2014                      | PLC Agenda and Attendance Sheets Lesson Plans Informal/Formal Observations Classroom Observations  | 5/29/2015 weekly    |
| G2.B5.S3.A1 | When formulating scientific conclusions, students will write in complete sentences.  | Stripling-Mitchell, Stephanie | 9/8/2014                      | Interactive Science Journals Lab Sheets  | 5/29/2015 monthly   |
| G4.B3.S1.A1 | Provide professional development for teachers to explain the RACE strategy for writing.  | Bodin, Marjorie               | 9/29/2014                     | Attendance Sheets PDF documents for RACE Agenda & PowerPoint Presentation  | 10/3/2014 daily     |
| G4.B3.S2.A1 | Classroom teachers will implement the use of RACE in the classroom.  | Bodin, Marjorie               | 9/8/2014                      | Lesson Plans Interactive Journals Student Work Anchor Charts   | 10/31/2014 weekly   |
| G3.B3.S1.A1 | Create a Math Materials Board for teachers to check-out and share materials.   | Curran, Rob                   | 9/19/2014                     | Math Materials Board and Check out Log   | 6/5/2015 monthly    |
| G3.B3.S2.A1 | Teachers will have an electronic share point that contains printable math materials (manipulatives, handouts, center ideas).   | Curran, Rob                   | 9/19/2014                     | The e-file will contain material for teachers to use and will be frequently updated (monthly) with new material.   | 6/5/2015 monthly    |
| G3.B3.S3.A1 | Teachers will meet to discuss math concepts, progressions, and best practices as outlined in the Florida State Standards.  | Curran, Rob                   | 9/19/2014                     | PLC minutes, early release agenda  | 6/5/2015 monthly    |
| G1.B1.S1.A2 | Teachers and literacy coach will create questions aligned with the item specifications from the new FL Standards.  | Bodin, Marjorie               | 9/8/2014                      | Common Planning Agenda and Attendance Sheets Teacher-created assessments Lesson Plans  | 5/15/2015 biweekly  |
| G1.B1.S2.A2 | Teachers in all grade levels will consistently use the constructed and extended response writing rubrics.  | Grover, Mychelle              | 9/8/2014                      | Lesson Plans Anchor Charts Classroom Walk-throughs Informal/Formal Observations Student Work Task Performances Student Assessments Writing Portfolios Interactive Journals | 5/29/2015 monthly   |
| G1.B1.S3.A2 | Participate in professional development on close reading and student engagement using Kagan Strategies.  | Bodin, Marjorie               | 8/11/2014                     | Common Planning agenda/ minutes Professional Development Attendance Sheet Lesson Plans Classroom Walk-Throughs   | 5/29/2015 quarterly |
| G2.B5.S1.A2 | Provide training to increase teacher content knowledge.  | Stripling-Mitchell, Stephanie | 10/1/2014                     | Professional Development Agenda and Attendance Sheet Lesson Plans Informal/Formal Observations Classroom Observations  | 6/1/2015 quarterly  |
| G1.B3.S2.A2 | Students will utilize the high-interest informational articles from Achieve 3000 to increase reading lexile levels and gain more experience utilizing technology tools with reading. | Bodin, Marjorie               | 9/8/2014                      | Achieve 3000 Usage Reports High point Winners noted on the program Student Level Set Scores  | 5/29/2015 daily     |
| G1.B1.S1.A3 | Teachers and instructional coach will create appropriate answer choices and mechanisms for completion.   | Bodin, Marjorie               | 9/8/2014                      | Common Planning Agenda and Attendance Sheets Teacher-created Assessments Lesson Plans  | 5/15/2015 biweekly  |
| G1.B1.S2.A3 | Teachers will incorporate written response questions in all subject areas.   | Stripling-Mitchell, Stephanie | 9/8/2014                      | Lesson Plans Literacy Center Activities Anchor Charts Classroom Walk-  | 5/29/2015 biweekly  |

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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  |
|--------------|--|-------------------------------|-------------------------------|--|---------------------|
|              |  |                               |                               | Throughs Informal/Formal Observations<br>Student Work Quarterly Assessment<br>Data Interactive Journals  |                     |
| G1.B1.S3.A3  | Incorporate engaging and scaffolded close readings of complex text in the literacy block.  | Grover, Mychelle              | 11/3/2014                     | Lesson Plans Informal/Formal Observations Student Work / Task Performances Anecdotal Notes Curriculum Guides Interactive Journals  | 5/22/2015 quarterly |
| G1.MA1       | Analyze data from quarterly CGAs in grades 2-5 and create remediation groups based on student needs. Administer DAR 2-3 times a year depending on FLKRS / IReady results. Monitor Achieve3000 usage and scores Use Progress Monitoring on iReady Reading and review iReady usage reports | Bodin, Marjorie               | 9/8/2014                      | Curriculum Guide Assessment Data Formative and Summative assessments iReady Reading Diagnostic Scale Score and Progress Monitoring scores Achieve 3000 Usage Reports 2015 FSA Scores Classroom observations Lesson Plans Student use of RACE strategy in interactive journals, writing assignments | 5/22/2015 quarterly |
| G1.B1.S1.MA1 | Lesson Plans (to include FSA question stems / assessments) Classroom Walk-through Artifacts Formal/Informal Observations Quarterly Data Chats Common Planning Time Meeting Minutes DCPS Coaching Cycle Feedback Forms  | Stripling-Mitchell, Stephanie | 9/8/2014                      | Curriculum Guide Assessments 2015 FSA Achieve3000 Teacher-Created Assessments  | 5/22/2015 monthly   |
| G1.B1.S1.MA1 | Monthly PLC meetings to create question stems and assessments based on item specifications.  | Bodin, Marjorie               | 9/8/2014                      | Lesson Plans Student Work Samples/ Performance Tasks Anecdotal Notes Question Stems Teacher-created Assessments PLC Agenda and Attendance Sheets   | 5/29/2015 monthly   |
| G1.B2.S1.MA1 | Interactive Journals Lesson Plans Classroom Walk-throughs Formal/ Informal Observations Common Planning agenda and attendance sheets   | Grover, Mychelle              | 9/8/2014                      | CGA's iReady Usage Reports 2015 FSA 2015 FCAT 2.0 Science  | 5/29/2015 quarterly |
| G1.B2.S1.MA1 | Use interactive journals to actively engage students in learning   | Grover, Mychelle              | 9/8/2014                      | Lesson Plans Interactive Journals Classroom Walk-throughs  | 5/29/2015 biweekly  |
| G1.B3.S1.MA1 | Lesson Plans Classroom Walk-Throughs Formal/Informal Observations  | Grover, Mychelle              | 9/8/2014                      | CGA's 2015 FCAT 2.0 Science 2015 FSA Reading   | 5/29/2015 monthly   |
| G1.B3.S1.MA1 | Utilize Super Science, National Geographic Magazine, or Time for Kids during focus lessons and/or center rotations. Provide students with opportunities to discuss and respond to nonfiction topics.   | Bodin, Marjorie               | 9/8/2014                      | Lesson Plans Student Work Samples Performance Tasks Interactive Journals Classroom Walk-throughs Formal/ Informal Observations   | 5/29/2015 monthly   |
| G1.B1.S2.MA1 | Lesson Plans indicating writing across all subject areas Classroom Walk-Through Artifacts Quarterly Data Chats Coaching Feedback Forms Formal/ Informal Observations Quarterly Assessments Interactive Journals Writing Portfolios   | Stripling-Mitchell, Stephanie | 9/8/2014                      | Writing Portfolio Write to Learn profile and usage report for fifth grade students Quarterly CGAs 2015 FSA   | 5/22/2015 monthly   |
| G1.B1.S2.MA1 | Weekly common planning with Literacy Coach to create and/or review lesson plans for implementation of writing in all subject areas and to complete editing tasks   | Grover, Mychelle              | 9/8/2014                      | Lesson Plans Anchor Charts Classroom Walk-throughs Formal/Informal Observations Writing Portfolios Interactive Journals Common Planning Agenda and Attendance Sheet  | 5/22/2015 monthly   |
| G1.B2.S2.MA1 | Lesson Plans Classroom Walk-throughs Coaching Cycle Feedback Forms   | Stripling-Mitchell, Stephanie | 9/8/2014                      | Effective student engagement during formal/informal observations Student driven instruction  | 5/29/2015 quarterly |
| G1.B2.S2.MA1 | Participate in professional development opportunities to learn various Kagan Strategies to improve student engagement.   | Bodin, Marjorie               | 8/11/2014                     | Professional Development agenda/ minutes PowerPoint Lesson Plans Posters Student Interaction during formal/informal observations   | 2/20/2015 quarterly |

**Duval - 2581 - Mandarin Oaks Elementary School - 2014-15 SIP**  
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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.B3.S2.MA1 | Lesson Plans Classroom Walk-Throughs Formal/Informal Observations Weekly Usage Reports Center Rotations                            | Grover, Mychelle              | 9/8/2014                      | Curriculum Guide Assessments 2015 FSA Reading Test Achieve3000 Level Set   | 5/29/2015 monthly   |
| G1.B3.S2.MA1 | Utilize Achieve3000 during reading rotation centers at least 2 times per week to increase student exposure to informational texts. | Grover, Mychelle              | 9/8/2014                      | Achieve3000 Level Set Scores Achieve3000 Usage Reports   | 5/29/2015 daily     |
| G1.B1.S3.MA1 | Lesson Plans Classroom Walk-throughs Formal/Informal observations Data Chats   | Grover, Mychelle              | 9/8/2014                      | 2015 FSA iReady Reports Quarterly CGA's  | 5/29/2015 quarterly |
| G1.B1.S3.MA1 | Weekly common planning with Literacy Coach to develop scaffolded close reading lessons.  | Bodin, Marjorie               | 9/8/2014                      | Lesson Plans Common Planning Agenda and Attendance Sheet Student Interactive Journals Student work/ performance tasks  | 5/22/2015 weekly    |
| G2.MA1       | Teacher Assessment Data CGA Data   | Bodin, Marjorie               | 9/1/2014                      | CGA Data showing improvement from CGA Baseline FCAT Science scores Classroom walkthroughs Informal/ formal observations  | 3/31/2015 quarterly |
| G2.MA2       | Science lessons will be observed.  | Stripling-Mitchell, Stephanie | 4/1/2015                      | CGA Data showing improvement from CGA Baseline FCAT Science scores Informal/formal observations Classroom walk throughs  | 4/30/2015 monthly   |
| G2.MA3       | Interactive science journals and/or student work   | Stripling-Mitchell, Stephanie | 9/1/2014                      | Students will show evidence of improved writing. Student classwork will show evidence of connection to science experiments Informal/formal observations Classroom walk throughs  | 6/1/2015 monthly    |
| G2.B5.S1.MA1 | Science Lessons with aligned investigations  | Stripling-Mitchell, Stephanie | 9/1/2014                      | Lesson Plans Formal/Informal Observation CGA Data  | 6/1/2015 weekly     |
| G2.B5.S1.MA1 | Professional Development   | Stripling-Mitchell, Stephanie | 9/1/2014                      | Effective and engaging lessons Lesson Plans Formal/Informal Observations CGA Data  | 3/31/2015 quarterly |
| G2.B5.S1.MA4 | Student Responses to Literature  | Stripling-Mitchell, Stephanie | 9/1/2014                      | Student work Lesson Plans Formal/ Informal Observation   | 6/1/2015 monthly    |
| G2.B5.S1.MA1 | Implementation of interactive journals in science will be monitored.   | Stripling-Mitchell, Stephanie | 9/24/2014                     | Student science interactive journals   | 6/1/2015 biweekly   |
| G2.B5.S2.MA1 | Lesson Plans   | Bodin, Marjorie               | 9/8/2014                      | Meeting minutes Lesson Plans Interactive Journals  | 5/29/2015 biweekly  |
| G2.B5.S2.MA1 | Weekly PLC Meeting Agenda  | Bodin, Marjorie               | 9/8/2014                      | Lesson Plans Interactive Journals  | 5/29/2015 weekly    |
| G2.B5.S3.MA1 | Student assessment scores Journal Entries  | Grover, Mychelle              | 9/8/2014                      | CGA scores Science Assessments   | 5/29/2015 quarterly |
| G2.B5.S3.MA1 | Student Interactive Journals Exit Tickets  | Stripling-Mitchell, Stephanie | 9/8/2014                      | Student Journal Entries Constructed response questions   | 5/29/2015 monthly   |
| G2.B5.S3.MA1 | Student Interactive Journals Exit Tickets  | Stripling-Mitchell, Stephanie | 9/8/2014                      | Student Journal Entries Constructed response questions   | 5/29/2015 monthly   |
| G3.MA1       | Lesson Plans Informal/Formal Observations Classroom Walkthroughs Student journals  | Grover, Mychelle              | 9/19/2014                     | Student work showing evidence of understanding of mathematical concepts through drawings, written explanations, and use of manipulatives Student proficient performance on 2015 FSA Math assessment Quarterly CGAs showing improvement from CGA Baseline tested standards Classroom walkthroughs indicating implementation of the Pillars of Excellent Instruction | 6/5/2015 weekly     |
| G3.B3.S1.MA1 | Teachers utilizing the math materials board to create aligned and differentiated center activities.                                | Grover, Mychelle              | 9/19/2014                     | Math center rotations Differentiated centers Lesson Plans Informal/Formal Observations   | 6/5/2015 weekly     |

**Duval - 2581 - Mandarin Oaks Elementary School - 2014-15 SIP**  
Mandarin Oaks Elementary School

| Source       | Task, Action Step or Monitoring Activity  | Who                           | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date  |
|--------------|---|-------------------------------|-------------------------------|---|---------------------|
| G3.B3.S1.MA1 | Teacher Created Math Materials Board in the teachers' mail room.  | Curran, Rob                   | 9/19/2014                     | Board will show evidence of use and there will be a log of materials exchanged  | 6/5/2015 monthly    |
| G3.B3.S2.MA1 | Lesson Plans Informal/Formal Observations Classroom Observations  | Grover, Mychelle              | 9/8/2014                      | Center rotations Differentiated Instruction   | 5/29/2015 weekly    |
| G3.B3.S2.MA1 | E-file will be used to share materials created during math PLCs. Administration will monitor use of e-file during classroom observations.   | Grover, Mychelle              | 9/19/2014                     | Teachers will provide feedback on e-file usage to administration and grade level math leads.  | 6/5/2015 monthly    |
| G3.B3.S3.MA1 | Students will show progress on iReady, Quarterly CGA's, and FSA.  | Carson, Patti                 | 9/19/2014                     | iReady scores CGA Assessments 2015 Math FSA   | 6/5/2015 monthly    |
| G3.B3.S3.MA1 | Administrators will attend meetings to monitor and ensure materials and resources are available.  | Grover, Mychelle              | 9/19/2014                     | Meeting Agenda and minutes Attendance Sheets  | 6/5/2015 monthly    |
| G4.MA1       | Writing prompts will be administered throughout the year. Achieve3000 Usage Write To Learn Usage 2015 FSA Writing Assessment Analysis of Writing Portfolios across all grade levels Classroom walkthroughs to observe implementation of writing process | Grover, Mychelle              | 9/8/2014                      | District Editing Tasks Proficient writing in student writing portfolios Effective Constructed Reading Response Questions on the FSA Proficient writing score on FSA Writing Prompt Essay 2015 Classroom observations reflecting implementation of writing process and Pillars of Excellent Instruction in Writing | 5/29/2015 quarterly |
| G4.B1.S1.MA1 | Lesson Plans Classroom Walk-throughs Word Walls Student Assessments   | Stripling-Mitchell, Stephanie | 9/8/2014                      | CGAs DAR 2015 FSA Teacher Created Assessments iReady Achieve3000  | 5/29/2015 quarterly |
| G4.B1.S1.MA1 | Provide exposure to vocabulary rich, complex text daily.  | Bodin, Marjorie               | 9/8/2014                      | Lesson Plans Student Work Interactive Journals Reading corner/ bins Word Walls Common Planning Minutes  | 5/29/2015 weekly    |
| G4.B2.S1.MA1 | Lesson Plans Writing Journals Interactive Journals Formal / Informal Observations   | Stripling-Mitchell, Stephanie | 9/8/2014                      | District Writing Prompts Text Dependent Questions Interactive Journals  | 5/29/2015 quarterly |
| G4.B2.S1.MA1 | Teaching grammar and mechanics daily as an introduction to the writing process.   | Stripling-Mitchell, Stephanie | 9/8/2014                      | Lesson Plans Student Work Classroom Artifacts Classroom Walk-throughs Student Interactive Journals  | 5/29/2015 daily     |
| G4.B3.S1.MA1 | Review student writing selections Review student written response questions Lesson Plans Informal/Formal Observations Classroom Walk throughs   | Stripling-Mitchell, Stephanie | 9/8/2014                      | Quarter Editing Tasks Writing Portfolio Entries Constructed Response Test Questions   | 5/29/2015 quarterly |
| G4.B3.S1.MA1 | Monitor classroom artifacts that demonstrate the use of RACE Lesson Plans Informal/Formal Observations Classroom walkthroughs   | Stripling-Mitchell, Stephanie | 9/8/2014                      | Lesson Plans Charts Journal Activities  | 5/29/2015 monthly   |
| G4.B1.S2.MA1 | Lesson Plans Classroom Walk-throughs Charts Formal/Informal Observations  | Stripling-Mitchell, Stephanie | 9/8/2014                      | CGAs DAR iReady 2015 FSA  | 5/29/2015 biweekly  |
| G4.B1.S2.MA1 | Incorporate a daily lesson using Michael Haggerty's Blue Book and/or Making Words.  | Bodin, Marjorie               | 9/8/2014                      | Lesson Plans Word Walls Center Activities   | 5/29/2015 daily     |
| G4.B2.S2.MA1 | Writing Checklist for each grade level Classroom Walk-throughs Student Work Writing Portfolios Writing Journals   | Grover, Mychelle              | 9/8/2014                      | District Writing Prompts 2015 FSA Writing Prompt Essay 2015 FSA Constructed Response Questions  | 5/29/2015 quarterly |
| G4.B2.S2.MA1 | Collaboratively create grade level writing expectations for grades K-5.   | Bodin, Marjorie               | 9/8/2014                      | Writing Checklist for each grade level Attendance Sheet   | 5/29/2015 monthly   |
| G4.B3.S2.MA1 | Lesson Plans Informal/Formal Observations Classroom Observations  | Stripling-Mitchell, Stephanie | 9/8/2014                      | Student Data Classroom Assessments Interactive Journals   | 5/29/2015 weekly    |
| G4.B3.S2.MA1 | Monitor interactive journals for each subject area.   | Stripling-Mitchell, Stephanie | 9/8/2014                      | Student journal entries Constructed response questions on assessments Teacher Data  | 5/29/2015 monthly   |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

### **G1.** Increase student ability to analyze, comprehend, and respond to complex texts.

#### **G1.B1** Lack of understanding of New Florida Standards, Assessment, and Testing Platform

**G1.B1.S1** Using the new FL Standards, teachers will create questions and assessments based upon the item specifications.

#### **PD Opportunity 1**

Teachers and literacy coach will create questions aligned with the item specifications from the new FL Standards.

##### **Facilitator**

Marjorie Bodin

##### **Participants**

All grade level ELA teachers

##### **Schedule**

Biweekly, from 9/8/2014 to 5/15/2015

#### **PD Opportunity 2**

Teachers and instructional coach will create appropriate answer choices and mechanisms for completion.

##### **Facilitator**

Literacy Coach

##### **Participants**

K-5 Literacy Teachers

##### **Schedule**

Biweekly, from 9/8/2014 to 5/15/2015

**G1.B1.S3** Provide scaffolded close readings of high-interest complex text.

**PD Opportunity 1**

Participate in professional learning community observing video-streamed model classrooms.

**Facilitator**

Literacy Coach

**Participants**

K-5 Teachers

**Schedule**

Quarterly, from 9/8/2014 to 5/22/2015

**PD Opportunity 2**

Participate in professional development on close reading and student engagement using Kagan Strategies.

**Facilitator**

Literacy Coach

**Participants**

K-5 Teachers

**Schedule**

Quarterly, from 8/11/2014 to 5/29/2015

**G1.B2** Lack of Student Engagement

**G1.B2.S2** Transition from teacher-led classroom lessons to lessons driven by students engaged in meaningful conversation.

**PD Opportunity 1**

Provide teachers with professional development training on Kagan Strategies.

**Facilitator**

Literacy Coach

**Participants**

K-5 Teachers

**Schedule**

Quarterly, from 8/11/2014 to 2/20/2015

**G1.B3** Lack of effective lessons using informational texts.

**G1.B3.S2** Incorporate the use of the computer program Achieve3000.

**PD Opportunity 1**

Teachers will attend training on the new computer program Acheive 3000 and implement the use of the program into their reading center rotations.

**Facilitator**

Marjorie Bodin

**Participants**

ELA Teachers gr. 3-5

**Schedule**

Daily, from 8/11/2014 to 5/29/2015

**G2.** Increase student understanding of the correlation between scientific investigations and concepts.

**G2.B5** Effective Teacher Instruction

**G2.B5.S1** Implement aligned investigations in lessons daily.

**PD Opportunity 1**

All K-5 teachers will implement aligned investigations.

**Facilitator**

District Specialist

**Participants**

K-5 Teachers

**Schedule**

Weekly, from 9/24/2014 to 6/1/2015



## PD Opportunity 2

Provide training to increase teacher content knowledge.

### Facilitator

District Specialist Heather Sevier

### Participants

K-5 Teachers

### Schedule

Quarterly, from 10/1/2014 to 6/1/2015

## G2.B5.S2 Professional Development

## PD Opportunity 1

Teachers will collaboratively meet and plan weekly for effective instruction.

### Facilitator

Marjorie Bodin Stephanie Stripling-Mitchell Mychelle Bodin

### Participants

K-5 Teachers

### Schedule

Weekly, from 9/8/2014 to 5/29/2015

**G3.** Increase student ability to demonstrate understanding of mathematical concepts through computation and natural language response.

**G3.B3** Lack of materials for student centers

**G3.B3.S3** Provide grade level and vertical articulation planning to identify specific grade level skills and concepts needed to address new FL Standards and types of questions.

**PD Opportunity 1**

Teachers will meet to discuss math concepts, progressions, and best practices as outlined in the Florida State Standards.

**Facilitator**

Grade Level Math Leads

**Participants**

All grade level math teachers

**Schedule**

Monthly, from 9/19/2014 to 6/5/2015

**G4.** Increase writing proficiency across multiple genres on all grade levels.

**G4.B2** Lack of background in grammar conventions, mechanics, and punctuation

**G4.B2.S2** Create grade level expectations for where students should be for each grade level.

**PD Opportunity 1**

Collaborate with grade level writing leads to create specific grade level expectations for students in grammar and writing to assure students are ready for the next level.

**Facilitator**

Literacy Coach

**Participants**

K-5 Literacy Teachers

**Schedule**

Biweekly, from 9/8/2014 to 5/29/2015

**G4.B3** Insufficient Implementation of cross-curricular writing

**G4.B3.S1** Provide training on RACE- strategic method of writing applicable for all subject areas.

**PD Opportunity 1**

Provide professional development for teachers to explain the RACE strategy for writing.

**Facilitator**

Marjorie Bodin

**Participants**

K-5 teachers

**Schedule**

Daily, from 9/29/2014 to 10/3/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

| Description | Total |
|-------------|-------|
| Grand Total | 0     |