

Susie E. Tolbert Elementary School



2014-15 School Improvement Plan

Susie E. Tolbert Elementary School

1925 W 13TH ST, Jacksonville, FL 32209

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
63%

Alternative/ESE Center
No

Charter School
No

Minority
99%

School Grades History

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

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide meaningful learning experiences where every student will reach academic excellence in every class... everyday.

Provide the school's vision statement

Every student at Susie E. Tolbert Elementary will be inspired and prepared for success in college or a career, and life.

School Environment

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

Susie E. Tolbert Elementary works hard to remove the cultural biases and make teachers and students more culturally sensitive to student education and personality development. Students today are part of an increasingly globalized world where cross-cultural awareness has become necessary. Susie E. Tolbert Elementary leads classroom debates, organized fairs, field trips, and hosts guest speaker all to expose the student body to cultures different from their own.

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

The faculty and staff of Susie E. Tolbert Elementary establishes a culture of inclusion and respect that welcomes all students. The school utilizes Positive Behavior Interventions and Supports that reward students when they show thoughtfulness and respect for peers, adults and the school. The school makes sure that students interact safely. The faculty and staff monitor bullying in and around the building. Tolbert Elementary enlists the help of all schools staff that can keep an eye out for bullying. The staff also helps set the tone at the school. Messages reach kids best when they com from many different adults who talk about and show respect and inclusion.

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

Susie E. Tolbert follows CHAMPs rituals and routines. We are currently formulating a PBIS with the members of the leadership team as well as other teachers. At the school level, we have Tolbert Bucks and Success Cards. Both are a positive behavioral and academic support system overseen by the adults in the building and given out to individual students. The Foundations team meets to address school-wide behavioral issues and brainstorm ways to respond to issues as they arise. ELA Teachers were trained by a FDLRS staff representative for Rewards-a positive behavioral support system to enhance instruction.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures the socio-emotional needs of all students in a variety of ways that vary from student to student. Teachers make referrals to School Counselor when student needs arise. The

school strives to reach every students' needs through implementation of guidance lessons, positive referrals, incentives, mentoring, character building, lessons on bullying and Safety Matters (child abuse prevention), school wide. School Counselor documents and follows up with every student concern to ensure students are receiving every service possible.

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

Teachers monitors accurate attendance daily and a follow up is made with the parent after 2 or more absences or tardies. After 3 absences or tardies they are referred to the School Counselor for an AIT meeting.

Attendance below 90 percent would impede any students ability to learn new material and absorb information thus increases behavior problems and increases suspensions.

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
	3	4	5	
Attendance below 90 percent	9	3	6	18
One or more suspensions	9	7	28	44
Course failure in ELA or Math	17	0	0	17
Level 1 on statewide assessment	19	8	17	44

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	17	2	8	27

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

Students receiving two or more early warning indicators are identified by the leadership team and teachers. Students then receive interventions based on the needs anticipated.

The Tolbert RtI Team will follow the Problem Solving Model (problem identification, problem analysis, intervention design and implementation, and evaluation) to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (Tier 2 or Tier 3). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies.

The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

Interventions being utilized include i-Ready online, teacher made centers from Investigation games, leveled readers, Trial Teaching Strategies (DAR Support) FCRR Activities, Achieve 3000, and Houghton Mifflin Leveled text for teacher led groups.

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

Susie E. Tolbert Elementary believes strongly in building relationships with families and other stakeholders. The school builds relationships through surveying parents to determine needs, interest and ideas.

The school communicates frequently with parents about curriculum, classroom expectations, and ways parents can become involved. The school conveys that it is a welcoming, caring place that ensures visitors are greeted by welcoming signs and responsive staff.

The school creates a feeling of community where parents feel that they are part of the school community, as they are kept aware of school events and other important school information. Parents are clear about the school's curriculum, assessments, achievement levels, and reporting methods. Parents receive regular information about how to support their children succeed in school. They have the information they need to help their children thrive and achieve. Relationships are developed to share information and strategies, everyone feels connected to the school community.

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

Susie E. Tolbert Elementary builds and sustains partnerships with the local community by reaching out to the local community for support. The school's partnerships are involved in developing positive and proactive relationships with teachers, staff, parents and administrators. Community partners are actively involved in the school's improvement plan development and implementation.

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
Caldwell, La Shawn	Principal
Sznakowski, Anthony	Assistant Principal
English, Paula	Instructional Coach
Parker-Freeman, Valencia	Instructional Coach

Duties

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

The Tolbert RtI/SIP teams oversees the creation and implementation of the School Improvement Plan. They lead the faculty in reviewing data and work with the Leadership Team, Grade level Teams, Foundations Team, and Shared Decision Making Team in drafting the SIP. The SIP is approved, regularly reviewed and updated by all teams and the School Advisory Council.

The Tolbert SIP is the guiding document for the work of the school. The plan will be regularly reviewed and updated as the school population of students change. This plan includes formal review procedures which demonstrates how Tolbert has used the RtI process to analyze data and make necessary informed changes positively impact student achievement.

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

The MTSS/RtI Leadership Team has four primary functions:

1. Regularly attend all district RtI training;
2. Provide presentations to their school faculty and staff on RtI practices;
3. Review school wide student performance data, identifying large scale needs and problems at particular grade levels; and
4. Monitor the implementation of the three-tiered Response to Intervention model in their school.

The entire school-based RtI Leadership Team meets at least bi-weekly to engage in school wide problem-solving. The team will engage in the following activities:

- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation;
- Identify professional development needs and RtI resources;
- Review universal screening data and link to instructional decisions;
- Review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks;
- Monitor RtI activities conducted by the collaborative teacher teams to assure sound problem-solving and fidelity of intervention implementation.

The Tolbert RtI Team will follow the Problem Solving Model (problem identification, problem analysis, intervention design and implementation, and evaluation) to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (Tier 2 or Tier 3). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies.

The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
LaShawn Blackshear	Principal
Peter Bishop	Parent
Janis Wood	Teacher
Glorious Johnson	Business/Community
Celeste Amrullah	Parent
LeQuita Brooks	Parent
Peggy Crawford	Business/Community
Jorryn Dickerson	Student
Robin Dickerson	Education Support Employee
Joakima Goodwin	Parent
Katecia Green	Parent
Yolanda McCray	Teacher
Lana Nyugen	Student
Valencia Parker-Freeman	Parent
Latoya Powell	Parent
Emily Rush	Parent
Christina White	Parent
Janis Wood	Teacher
	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

Development of this school improvement plan

To assist in the preparation and evaluation of the school improvement plan (Sec. 1001.452(2) F.S.),

Preparation of the school's annual budget and plan

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

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
Parker-Freeman, Valencia	Instructional Coach
Caldwell, La Shawn	Principal
Sznakowski, Anthony	Assistant Principal
English, Paula	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will work with all stakeholders to move our first quartile students. They will also mentor students who have been identified as at-risk students.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Susie E. Tolbert Elementary implements weekly Professional Learning Communities which gives teachers the opportunity to work together and collaborate and receive regular professional development opportunities. Teachers also receive daily common planning time which gives teachers opportunities for common planning time and collaboration.

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

Ongoing training at both the school level (Early Release, Faculty meeting, and Planning Days training sessions) and district level (content training and leadership development).

- Principal, Assistant Principal, Coaches, Teacher Leaders
Establishment of model classrooms for on-site PD for all teachers.
- Principal, Assistant Principal, Coaches, Teacher Leaders
Ongoing mentorship at the school level by CET trained teachers.
- Principal, Assistant Principal, Coaches, Teacher Leaders

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

All mentoring teachers must be CET Trained in addition to successfully completing the Teacher, Math and/or Reading Academy. The mentor teachers must have at least 3 years of successful teaching experience and ratings of effective or highly effective. The pairings are made based upon content areas of expertise.

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

Susie E. Tolbert Elementary ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Infuse writing into all content areas.
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

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

Susie E. Tolbert Elementary ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

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: 300

Cathedral Arts Project's mission is to enrich the quality of education at Susie Tolbert Elementary through unleashing the creative spirit of young people. By providing access to instruction in the visual and performing arts, we empower under-served, school-aged children to succeed in all areas of their lives.

Students have the opportunity to join the Robotics club where they are learning STEAM concepts. Perennial Math is a nationally recognized advanced math competition. It enhances team problem solving skills and promotes critical thinking for advanced students.

Qualified students will also be given an opportunity to join the National Elementary Honor Society. Students interested will also have an opportunity to join the Chess Club.

Strategy Rationale

Students and parents have expressed a desire to enrich the quality of education through extracurricular activities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sznakowski, Anthony, sznakowska@duvalschools.org

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

Data will be collected through parent and student surveys, assessments, FCAT results, and Curriculum Guide Assessments.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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.** Decrease the number of overage students in grades 3-5 by 5%
- G2.** Increase the percentage of proficient students in Reading on the Spring 2015 FSA by 14% or more overall in grades 3 through 5.
- G3.** Increase the percentage of proficient students (3 or above) on the Spring 2015 FCAT 2.0 Science by 5% or more at each grade level (3-5)
- G4.** Teachers will use data to increase the percentage of proficient students on the Spring 2015 Math FSA (Florida Standards Assessment) by 11% or more overall in grades 3 through 5.
- G5.** Reduce the number of children with 10 or more absences and/or 10 or more tardies by 5%
- G6.** Reduce the number of suspensions from 57 to 50

Strategic Goals Detail

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

G1. Decrease the number of overage students in grades 3-5 by 5% 1a

G047383

Targets Supported 1b

Indicator	Annual Target
	5.0

Resources Available to Support the Goal 2

- Attendance Logs, AIT notes, Student Success Skills, Tutoring Logs, RTI,

Targeted Barriers to Achieving the Goal 3

- Parent Involvement

Plan to Monitor Progress Toward G1. 8

Parent Sign in Logs will be collected after each event to gauge the success of each event.

Person Responsible

Valencia Parker-Freeman

Schedule

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

Evidence of Completion

Parent Sign in logs, Agenda, Increase in parental involvement.

G2. Increase the percentage of proficient students in Reading on the Spring 2015 FSA by 14% or more overall in grades 3 through 5. **1a**

 G044877

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	67.0

Resources Available to Support the Goal **2**

- 1. Classroom Teachers
- 2. District specialists
- 3. Reading Coach
- 4. District Curriculum guides
- 5. Professional Development
- 6. Complex texts in classroom libraries and media center
- 7. Weekly PLC
- 8. Common Planning Time

Targeted Barriers to Achieving the Goal **3**

- 1. Students entered current school year reading below grade-level

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

Monitor DAR administration and data collection
CGA Data
FSA Data

Person Responsible

Anthony Sznakowski

Schedule

Evidence of Completion

Students increase in reading level Increase of 14% proficiency overall for grades 3 through 5

G3. Increase the percentage of proficient students (3 or above) on the Spring 2015 FCAT 2.0 Science by 5% or more at each grade level (3-5) 1a

G044878

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	5.0

Resources Available to Support the Goal 2

- District Specialists
- CG on Share Point
- Professional Development
- Administrative support
- Laptop carts
- Coaches
- Science Lab
- Hands-on Field trips
- Computer lab
- On-line resources (Gizmos)

Targeted Barriers to Achieving the Goal 3

- 1. Lack of fidelity with Gradual Release Model
- 2. Lack of teacher content knowledge.

Plan to Monitor Progress Toward G3. 8

Facilitate science professional development during common planning time monthly in elementary schools. During common planning teachers will unpack standards, analyze data, complete a curriculum walkthrough, analyze student work, revise lesson plans based on student data, and collaborate on best practices, lesson planning, RTI and DI groups and lesson study.

Person Responsible

Anthony Sznakowski

Schedule

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

Evidence of Completion

Common Planning Minutes, Lesson Plans

G4. Teachers will use data to increase the percentage of proficient students on the Spring 2015 Math FSA (Florida Standards Assessment) by 11% or more overall in grades 3 through 5. 1a

G044879

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	63.0

Resources Available to Support the Goal 2

- District Specialists
- CG on Share Point
- Professional Development
- Administrative support
- Weekly PLCs
- Common Planning
- Math Coach
- Lead Math Teacher – Highly Effective and previous Math Specialists

Targeted Barriers to Achieving the Goal 3

- 2. Lack of teacher content knowledge.

Plan to Monitor Progress Toward G4. 8

Math Coach will take each teacher through an individualized Coaching Cycle as needed. Through Coaching Logs of individual teacher progress (ex: MINT program) and CAST Rubrics, we will be able to determine the progress each teacher is making towards his or her goal.

Person Responsible

Paula English

Schedule

Monthly, from 8/11/2014 to 4/3/2015

Evidence of Completion

Teacher growth through the coaching cycle should be evidenced in student achievement as seen on the CGA's, short-cycle assessments, i-Ready data. Additional forms of evidence are: CAST Rubrics, IPDP, MINT Program ePortfolio.

G5. Reduce the number of children with 10 or more absences and/or 10 or more tardies by 5% 1a

G044880

Targets Supported 1b

Indicator	Annual Target
	5.0

Resources Available to Support the Goal 2

- Truancy Officer
- Guidance Counselor

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge of policies and follow up.

Plan to Monitor Progress Toward G5. 8

Quarterly Reports to Monitor Current Attendance Rates

Person Responsible

La Shawn Caldwell

Schedule

On 5/29/2015

Evidence of Completion

Genesis Reports

G6. Reduce the number of suspensions from 57 to 50 1a

G044881

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	13.0

Resources Available to Support the Goal 2

- CHAMPs
- Foundations
- Classroom Meetings
- Pro-Active Approach
- Classroom Guidance
- Parent Involvement
- Assistant Principal Now On Staff

Targeted Barriers to Achieving the Goal 3

- Students Lack the Proper Social/Character Skills

Plan to Monitor Progress Toward G6. 8

Pull Discipline Reports

Person Responsible

Anthony Sznakowski

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Printed Reports

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Decrease the number of overage students in grades 3-5 by 5% **1**

 G047383

G1.B1 Parent Involvement **2**

 B117983

G1.B1.S1 Parent nights and parent contracts **4**

 S129749

Strategy Rationale

Lack parental support

Action Step 1 **5**

Tolbert will conduct a minimum of two parent nights centered around Literacy and Mathematics.

Person Responsible

Valencia Parker-Freeman

Schedule

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

Evidence of Completion

Agendas, Parent Sign in Logs,

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

Planning for these events will be done through the Leadership Team Meetings

Person Responsible

Valencia Parker-Freeman

Schedule

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

Evidence of Completion

Parent Sign in Logs, Agendas

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

School will host Math Night for Parents and Students

Person Responsible

Paula English

Schedule

On 1/30/2015

Evidence of Completion

Parent Sign in Logs, Conference Logs

G2. Increase the percentage of proficient students in Reading on the Spring 2015 FSA by 14% or more overall in grades 3 through 5. **1**

G044877

G2.B1 1. Students entered current school year reading below grade-level **2**

B110573

G2.B1.S1 All 3-5 Literacy teachers will implement the DCPS Instructional Framework Model (Gradual Release: to include, Introduction, I-Do, We-Do, You-Do, Closure) with fidelity. **4**

S122020

Strategy Rationale

Action Step 1 **5**

Provide professional development on how to implement the DCPS Instructional Framework Model (Introduction, I-Do, We-Do, You-Do, Closure) with fidelity through Pre-Planning professional development session(s), Common Planning Time, Lesson Studies, etc.

Person Responsible

Valencia Parker-Freeman

Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Professional Development Action Plan, Lesson Plans, Teacher lesson plans

Action Step 2 **5**

Plan lessons following the DCPS Instructional Framework Model (Introduction, I-Do, We-Do, You-Do, Closure) with grade level team during weekly Common Planning Time meetings.

Person Responsible

Valencia Parker-Freeman

Schedule

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

Evidence of Completion

Common Planning Time Meeting Minutes *Lesson Plans

Action Step 3 5

Provide coaching cycles to support teachers with the delivery of appropriately-paced lessons that allow all students sufficient opportunity to practice new skills and strategies.

Person Responsible

Valencia Parker-Freeman

Schedule

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

Evidence of Completion

Coach Logs Observation forms *Lesson Plans *Student Work Samples/Performance Tasks

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

Administrator will support teacher needs based on CAST. Provide professional development opportunities for teacher with coach, specialist and other District trainers. Conduct informal and formal observations.

Person Responsible

La Shawn Caldwell

Schedule

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

Evidence of Completion

Common Planning Time Meeting Minutes PD Action Plan *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes

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

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/formal observations. Address school based professional needs.

Person Responsible

La Shawn Caldwell


Schedule

Weekly, from 9/24/2014 to 1/23/2015

Evidence of Completion

Coaching Logs, CAST rubrics, Admin Informal and Formal Observation Notes, Data Chat Anecdotal Notes/Logs

G2.B1.S2 -All 3- 5 Literacy teachers will engage in the use of understanding how to use complex text to drive instruction the classroom. 4

 S122021

Strategy Rationale

Action Step 1 5

Provide professional development on how to select grade-level appropriate, complex texts that provide both support and rigor (challenges) for students.

Support: What will keep students engaged (reading)?

Challenge: What will make them work?

Person Responsible

Valencia Parker-Freeman

Schedule

Weekly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Coach Logs PLC Action Plans Lesson Plans

Action Step 2 5

Plan lessons for Novel Studies that promote opportunities for accountable talk and student interaction (i.e. Think-Pair-Share, Socratic Seminars and Literature Circles).

Person Responsible

Valencia Parker-Freeman

Schedule

Daily, from 9/24/2014 to 6/5/2015

Evidence of Completion

Lesson Plans *Student Work Samples/Interactive Journals *Anecdotal Notes from Conferencing

Action Step 3 5

Teachers will assess students understanding of grade level complex text using text dependents.

Person Responsible

Valencia Parker-Freeman

Schedule

Daily, from 9/24/2014 to 6/5/2015

Evidence of Completion

Lesson Plans *Student Work *Samples/Interactive Journals

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

Administrator will monitor teacher use of complex text to increase the rigor of instruction through informal/ formal observation, walkthroughs, etc.

Person Responsible

La Shawn Caldwell

Schedule

Weekly, from 9/24/2014 to 6/5/2015

Evidence of Completion

*PLC Action Plan *Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes

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

Administrator will monitor teacher use of student engagement strategies while using complex text through informal/formal observations using CAST rubric.

Person Responsible

La Shawn Caldwell

Schedule

Weekly, from 8/11/2014 to 9/24/2014

Evidence of Completion

Teacher lesson plans Student Performance Tasks Anecdotal notes

G2.B1.S3 All 3-5 Literacy teachers will differentiate instruction daily for all students through the implementation of the DCPS Instructional Framework, center rotations, etc. 4

 S122022

Strategy Rationale

Action Step 1 5

Provide professional development on how to differentiate instruction to meet the needs of all students through Common Planning time sessions with school-based Literacy Coach, Lesson Studies, professional book/article studies, etc.

Person Responsible

Valencia Parker-Freeman

Schedule

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

Evidence of Completion

*PLC Action Plan *Common Planning Time Meeting Minutes *Lesson Plans

Action Step 2 5

Provide professional development on intensive, maintenance and enrichment instruction of rotating groups of students, or to individual students based on needs as indicated by student data reports during Daily Center Rotations.

Person Responsible

Valencia Parker-Freeman

Schedule

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

Evidence of Completion

PLC Action Plan Student Data Reports *Lesson Plans for Small-Group Instruction
*Anecdotal Notes

Action Step 3 5

Employ the use of Unit Menus/Choice Boards, leveled tasks and/or tiered learning activities as alternative ways of mastering the same benchmark.

Person Responsible

Valencia Parker-Freeman

Schedule

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

Evidence of Completion

*Lesson Plans *Student Work Samples/Performance Tasks *Sample Unit Menus/Choice Boards

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Administrator will monitor differentiate instruction within the YOU DO of GRRM, daily center rotations, and Teacher-Led Small Group through informal/formal observations

Person Responsible

La Shawn Caldwell

Schedule

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

Evidence of Completion

Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Administrator will monitor teacher effectiveness of differentiated instruction through walkthroughs, informal/formal

Person Responsible

La Shawn Caldwell

Schedule

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

Evidence of Completion

Differentiated Instruction Plans, Lesson Plans, centers

G2.B1.S4 All 3-5 Literacy teachers will participate in professional development opportunities to support higher-level thinking strategies for all students. 4

 S122023

Strategy Rationale

Action Step 1 5

Provide professional development opportunities to support higher-level thinking strategies for all students through the implementation of Webb's Depth of Knowledge, writing-based performance tasks, and an increased exposure to responding orally and in writing to text-dependent questions.

Person Responsible

Valencia Parker-Freeman

Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/
Performance Tasks *Interactive Journals

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

Administrator will provide professional development opportunities and coordinate with teachers and school-based coach. Administrator will monitor fidelity through PLC action plans, Early Release agendas, common planning minutes.

Person Responsible

La Shawn Caldwell

Schedule

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

Evidence of Completion

PD calendar, PLC action plans, Early Release Agendas,

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

Administrator monitor effectiveness through walkthroughs, informal/formal observations.

Person Responsible

Schedule

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


Evidence of Completion

PLC Action Plans, Teacher Lesson plans, student work samples


G3. Increase the percentage of proficient students (3 or above) on the Spring 2015 FCAT 2.0 Science by 5% or more at each grade level (3-5) **1**

 G044878

G3.B1 1. Lack of fidelity with Gradual Release Model **2**

 B110582

G3.B1.S1 District Training and professional development **4**

 S129701

Strategy Rationale

Action Step 1 **5**

Coaching Cycle

Person Responsible

Anthony Sznakowski

Schedule

Monthly, from 9/24/2014 to 6/26/2015

Evidence of Completion

Increase in the rigor of instruction as evidenced by increase in number of higher order questions posed to students and their ability to write to them in their journals and exit ticket. Also goal sheets, feedback sheets, and debrief notes from admin and Science Specialists

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

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/formal observations. School based professional needs.

Person Responsible

Anthony Sznakowski

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

CAST, PD Calendar, feedback forms for observation, my profile, previous SIP documents.

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

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/formal observations. School based professional needs.

Person Responsible


Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

CAST, PD Calendar, feedback forms for observation, my profile, previous SIP documents.

G3.B1.S2 Common planning with specific grade level or subject area; invite admin and Science Specialist 4

 S129702

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

G3.B2 2. Lack of teacher content knowledge. 2

 B110583

G3.B2.S1 District Training and professional development 4

 S122025

Strategy Rationale

Action Step 1 5

Collaboratively, identify the needs of the teacher.

Person Responsible

Anthony Sznakowski

Schedule

Monthly, from 9/24/2014 to 5/1/2015

Evidence of Completion

District Specialist, teachers

Action Step 2 5

Participate in the coaching cycle.

Person Responsible

Anthony Sznakowski

Schedule

Annually, from 8/20/2014 to 9/24/2014

Evidence of Completion

District Specialist, teachers

Action Step 3 5

Provide classroom coverage, monitor implementation of the new strategies

Person Responsible

Anthony Sznakowski

Schedule

Every 6 Weeks, from 8/20/2014 to 5/29/2015

Evidence of Completion

Administration

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/formal observations. School based professional needs.

Person Responsible

Anthony Sznakowski

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

CAST, PD calendar, feedback forms for observation, my profile, previous SIP documents.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Design and implement ongoing support for teachers through structured common planning.

Person Responsible

Anthony Sznakowski

Schedule

Weekly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Common planning agendas and minutes, classroom walkthrough, data collections, coaching logs, admin/teacher data chats. IPDP and support plans.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/formal observations. School based professional needs.

Person Responsible

Anthony Sznakowski

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

CAST, PD calendar, feedback forms for observation, my profile, previous SIP documents.

G3.B2.S2 Common planning with specific grade level or subject area; invite admin and Science Specialist **4**

 S122026

Strategy Rationale

Action Step 1 **5**

Facilitate Common planning

Person Responsible

Schedule

Evidence of Completion

Common Planning Minutes

Action Step 2 **5**

Meet together to analyze data, create lesson plans and reflect on previous lessons

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Common Planning Minutes

Action Step 3 **5**

Monitor meetings, lesson plans and minutes

Person Responsible

Schedule

Evidence of Completion

Common Planning Minutes, Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Highly encourage and promote the presence of an administrator at all common planning meetings. Maintain records of common planning documents. Develop a calendar for common planning and schedule for professional development.

Person Responsible

Anthony Sznakowski

Schedule

Weekly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Coaching logs, common planning agenda, sign in sheets and schedules.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Person Responsible

Schedule

Evidence of Completion

G3.B2.S3 Vertical planning on early release day 4

 S122027

Strategy Rationale

Action Step 1 5

Begin incorporating rigor based on DOK into lessons and it is reflected into daily lesson plans

Person Responsible

Anthony Sznakowski

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Lesson Plans

Action Step 2 5

Monitor implementation of DOK in observations

Person Responsible

Anthony Sznakowski

Schedule

Biweekly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Classroom Observations

Action Step 3 5

Provide professional development on incorporating rigor into the CG

Person Responsible

Anthony Sznakowski

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Administration

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Professional development, IPDP goals, if applicable

Person Responsible

Anthony Sznakowski

Schedule

Quarterly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Informal and Formal Observations

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/ formal observations. School based professional needs

Person Responsible

Schedule

Quarterly, from 9/24/2014 to 5/29/2015

Evidence of Completion

CAST, PD calendar, feedback forms for observation, my profile, previous SIP documents.

G4. Teachers will use data to increase the percentage of proficient students on the Spring 2015 Math FSA (Florida Standards Assessment) by 11% or more overall in grades 3 through 5. 1

 G044879

G4.B2 2. Lack of teacher content knowledge. 2

 B110589

G4.B2.S1 Coaching cycle 4

 S128242

Strategy Rationale

With the support of the Math Coach through the Coaching Cycle, each teacher will have his or her needs met and develop professionally on an individual basis.

Action Step 1 5

Collaboratively, identify the needs of the teacher.

Person Responsible

Paula English

Schedule

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

Evidence of Completion

Notes/Action Plan

Action Step 2 5

Participate in the coaching cycle.

Person Responsible

Paula English

Schedule

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

Evidence of Completion

Notes/Observation Guides/Logs

Action Step 3 5

Provide classroom coverage, support coach decisions in each teacher's coaching plan.

Person Responsible

La Shawn Caldwell

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Notes/Observation Guides/Logs

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

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/formal observations. School based professional needs.

Person Responsible

La Shawn Caldwell

Schedule

Monthly, from 9/29/2014 to 4/30/2015

Evidence of Completion

CAST, PD calendar, feedback forms for observation, my profile, notes from observation/walkthroughs

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

The Coaching Cycle to increase teacher content knowledge will be monitored through the following: data chats, formal and informal observations as they pertain to the CAST rubric. The results of the Coaching Cycle (notes/observations from the Coach) should also show effectiveness in teacher growth.

Person Responsible

La Shawn Caldwell

Schedule

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

Evidence of Completion

Coaching Logs, CAST rubrics, Admin Informal and Formal Observation Notes, Data Chat Anecdotal Notes/Logs

G4.B2.S2 Curriculum Professional Development 4

 S128243

Strategy Rationale

There are teachers at each grade level who have not worked with this curriculum and are in need of assistance to understand how Investigations and enVisions can be best used in order to meet the needs of students to meet mastery of the Math Florida Standards.

Action Step 1 5

Address teacher needs, identify SIP plan focus.

Person Responsible

Paula English

Schedule

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

Evidence of Completion

Coaching Logs/Notes

Action Step 2 5

Implement Professional Development during Common Planning and ER time based on identified teacher needs.

Person Responsible

Paula English

Schedule

On 6/5/2015

Evidence of Completion

Coach Logs/Notes/School-wide PD Calendar, PD Agendas

Action Step 3 5

Monitor transfer of professional development knowledge into classroom instruction.

Person Responsible

La Shawn Caldwell

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Walk-through forms, CAST Rubrics, Coaching Logs

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

Through the use of PLC Agendas, Coaching Logs, and Face-to-face observations, the Administration will monitor that Curriculum Professional Development is taking place and it aligned to student and teacher needs.

Person Responsible

La Shawn Caldwell

Schedule

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

Evidence of Completion

Coaching Logs, Anecdotal Notes, PLC Agendas/Minutes, Lesson Plans, Formal and Informal Observation Notes.

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

The Admin will use walkthroughs, formal and informal observations, as well as data chats to monitor the effectiveness of the curriculum professional development as it relates to a lack of teacher content knowledge. Through these mediums, a greater knowledge base for each teacher should become apparent as they converse with the admin, skillfully plan and teach lessons, and their students performance increases on the assessments they are given.

Person Responsible

Anthony Sznakowski

Schedule

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

Evidence of Completion

Data: CGA, i-Ready, School-based grade level assessments; CAST rubrics per teacher:
Formal and Informal Observation notes

G4.B2.S3 Acclimate teachers to New Standards and FSA (Florida State Assessment) 4

 S128244

Strategy Rationale

As we are in a transition year, teachers need exposure and time to acclimate to the new standards. Through focused direction by the Math Coach and District Specialist (as well as previous Specialist and Exemplary teachers), teachers will gain the necessary knowledge of the new standards in order to better plan and implement instruction in their classrooms.

Action Step 1 5

Ensure teachers have access to standards, practice assessment, and the related resources.

Person Responsible

Paula English

Schedule

Weekly, from 8/11/2014 to 9/26/2014

Evidence of Completion

Emails, Standards Binders, CBC, Lesson Plans

Action Step 2 5

Conduct trainings and work sessions to break apart the standards and build teacher content knowledge.

Person Responsible

Paula English

Schedule

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

Evidence of Completion

PLC Agendas, Lesson Plans, Observations

Action Step 3 5

Monitor for effectiveness and provide support as needed. The admin will support the coach by sharing resources as rolled out by the district in the weekly briefings and principal meetings.

Person Responsible

La Shawn Caldwell

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Coaches Logs, Lesson Plans, PLC Agendas/Minutes, Data Chat Notes

Plan to Monitor Fidelity of Implementation of G4.B2.S3 6

The AP and Principal will sit in on PLC's led by the Math Coach that acclimate the teachers to the new standards. They will monitor emails sent out by the Math Coach that include resources to enhance teacher knowledge of the new standards and FSA. The Admin should also see the implementation of the new standards in teacher lesson plans as seen during formal and informal observations.

Person Responsible

Anthony Sznakowski

Schedule

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

Evidence of Completion

PLC Agendas/Minutes, Emails, CAST rubric, Formal and Informal Observations

Plan to Monitor Effectiveness of Implementation of G4.B2.S3 7

The Admin will monitor teachers through lesson plans, data chats, and CAST observations in order to observe the transfer of knowledge as it pertains to the MAFS and resulting in an increase in student performance evidenced by CGA, i-Ready, and other assessment data.

Person Responsible

La Shawn Caldwell

Schedule

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

Evidence of Completion

Lesson Plans, Data Chat Meeting Notes, CAST Observations, CGA, i-Ready data

G4.B2.S4 Structures for school-wide collaboration 4

 S128250

Strategy Rationale

In order for a focused, cohesive approach to instruction, teachers across the grade levels and content area need to be in communication as they better align instruction to the needs of the students in their classrooms. Through Vertical Articulation, learning gaps (as well as strengths and weaknesses) of each grade level may become apparent which will lead to a focused approach to instruction at each grade level.

Action Step 1 5

Structure school common planning time to lend itself to collaboration. Early Dismissal time scheduled for school-wide collaboration. Expectations for structure clearly communicated to teachers.

Person Responsible

Anthony Sznakowski

Schedule

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

Evidence of Completion

Agendas, Common Planning Minutes, ED Agendas

Action Step 2 5

Monitor teacher attendance and implementation of collaboration.

Person Responsible

La Shawn Caldwell

Schedule

Weekly, from 8/15/2014 to 6/5/2015

Evidence of Completion

PLC Attendance Sheets, ED Attendance Sheets, Lesson Plans, Grade Level/Common Planning Minutes

Plan to Monitor Fidelity of Implementation of G4.B2.S4 6

Admin will communicate importance of attendance and participation in PD opportunities to teachers. Admin will sit in on PD opportunities as well as assist in planning and follow-up observations/walkthroughs.

Person Responsible

La Shawn Caldwell

Schedule

Monthly, from 9/23/2014 to 6/5/2015

Evidence of Completion

PD Agendas/Minutes, Classroom Walkthroughs/Observations (Formal and Informal), Lesson Plans

Plan to Monitor Effectiveness of Implementation of G4.B2.S4 7

Admin will use student performance data as a primary focus to assess the effectiveness of the implementation of school-wide collaboration. Through data chats, classroom observations, and assessment results, these school-wide collaborations can be assessed as effective or not effective.

Person Responsible

La Shawn Caldwell


Schedule

Biweekly, from 9/23/2014 to 6/5/2015


Evidence of Completion

Student/class data (CGA's, i-Ready, School-created assessments, Math FSA), Lesson Plans, CAST Observations

G5. Reduce the number of children with 10 or more absences and/or 10 or more tardies by 5% 1

 G044880

G5.B1 Lack of teacher knowledge of policies and follow up. 2

 B110593

G5.B1.S1 Train teachers on attendance policies. 4

 S122032

Strategy Rationale

Action Step 1 5

Formal Training

Person Responsible

La Shawn Caldwell

Schedule

On 12/11/2014

Evidence of Completion

Planning Agenda

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

Inform teachers of attendance policy and AIT

Person Responsible

La Shawn Caldwell

Schedule

On 12/17/2014

Evidence of Completion

AIT attendance logs and documentation/ AIT coordinator contact information.

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

Provide teachers with attendance policy and AIT procedures.

Person Responsible

La Shawn Caldwell

Schedule

On 12/17/2014

Evidence of Completion

AIT attendance logs and documentation. AIT meeting/notes/outcomes

G5.B1.S2 Teachers must enter attendance properly. 4

 S122033

Strategy Rationale

Action Step 1 5

Entering attendance properly and on time

Person Responsible

Schedule

Evidence of Completion

Attendance Reports

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G5.B1.S3 Monthly AIT meetings. 4

 S122034

Strategy Rationale

Action Step 1 5

Monthly Meetig

Person Responsible

Schedule

Evidence of Completion

Agendas, Meeting Invitations

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Collect Agenda and Sign in Sheets

Person Responsible

Schedule

Evidence of Completion

Sign in sheet and agenda

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

Pull attendance in OnCourse

Person Responsible

Schedule

Evidence of Completion

Copy of Reports

G6. Reduce the number of suspensions from 57 to 50 **1**

 G044881

G6.B1 Students Lack the Proper Social/Character Skills **2**

 B110597

G6.B1.S1 Implementation of Student Success Skills Program by Guidance **4**

 S122035

Strategy Rationale

Action Step 1 **5**

Implementation of Student Success Skills

Person Responsible

Anthony Sznakowski

Schedule

Biweekly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Lesson Plans/Attendance Log

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

Monitor and review guidance lessons that are designed to meet the needs of the students including student success skills and character building.

Person Responsible

Anthony Sznakowski

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Lesson Plans/ Attendance Logs

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

Review of Lesson Plans, Attendance Logs and Referrals.

Person Responsible

Anthony Sznakowski

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Lesson Plans/ Attendance Logs/ Genesis Data

G6.B1.S2 Biweekly classroom meetings with specific lesson goal 4

 S122036

Strategy Rationale

Action Step 1 5

Teachers will facilitate classroom meetings

Person Responsible

Schedule

Evidence of Completion

Classroom Meeting Log

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

Students Success Skills and Classroom Meetings

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Attendance Logs, and Classroom Meeting Log

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

Pull Discipline Reports

Person Responsible

Schedule

Evidence of Completion

Printed Reports

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Provide professional development on how to implement the DCPS Instructional Framework Model (Introduction, I-Do, We-Do, You-Do, Closure) with fidelity through Pre-Planning professional development session(s), Common Planning Time, Lesson Studies, etc.	Parker-Freeman, Valencia	8/11/2014	Professional Development Action Plan, Lesson Plans, Teacher lesson plans	6/1/2015 weekly
G2.B1.S2.A1	Provide professional development on how to select grade-level appropriate, complex texts that provide both support and rigor (challenges) for students. Support: What will keep students engaged (reading)? Challenge: What will make them work?	Parker-Freeman, Valencia	9/24/2014	Coach Logs PLC Action Plans Lesson Plans	6/5/2015 weekly
G2.B1.S3.A1	Provide professional development on how to differentiate instruction to meet the needs of all students through Common Planning time sessions with school-based Literacy Coach, Lesson Studies, professional book/article studies, etc.	Parker-Freeman, Valencia	8/11/2014	*PLC Action Plan *Common Planning Time Meeting Minutes *Lesson Plans	6/5/2015 weekly
G2.B1.S4.A1	Provide professional development opportunities to support higher-level thinking strategies for all students through the implementation of Webb's Depth of Webb's Depth of Knowledge, writing-based performance tasks, and an increased exposure to responding orally and in writing to text-dependent questions.	Parker-Freeman, Valencia	8/11/2014	*Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Interactive Journals	6/1/2015 weekly
G3.B2.S1.A1	Collaboratively, identify the needs of the teacher.	Sznakowski, Anthony	9/24/2014	District Specialist, teachers	5/1/2015 monthly
G3.B2.S2.A1	Facilitate Common planning		Common Planning Minutes	once	
G3.B2.S3.A1	Begin incorporating rigor based on DOK into lessons and it is reflected into daily lesson plans	Sznakowski, Anthony	9/24/2014	Lesson Plans	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.A1	Formal Training	Caldwell, La Shawn	9/24/2014	Planning Agenda	12/11/2014 one-time
G5.B1.S2.A1	Entering attendance properly and on time		Attendance Reports	once	
G5.B1.S3.A1	Monthly Meetig		Agendas, Meeting Invitations	once	
G6.B1.S1.A1	Implementation of Student Success Skills	Sznakowski, Anthony	9/24/2014	Lesson Plans/Attendance Log	5/29/2015 biweekly
G6.B1.S2.A1	Teachers will facilitate classroom meetings		Classroom Meeting Log	once	
G4.B2.S1.A1	Collaboratively, identify the needs of the teacher.	English, Paula	8/11/2014	Notes/Action Plan	6/5/2015 weekly
G4.B2.S2.A1	Address teacher needs, identify SIP plan focus.	English, Paula	8/11/2014	Coaching Logs/Notes	5/29/2015 monthly
G4.B2.S3.A1	Ensure teachers have access to standards, practice assessment, and the related resources.	English, Paula	8/11/2014	Emails, Standards Binders, CBC, Lesson Plans	9/26/2014 weekly
G4.B2.S4.A1	Structure school common planning time to lend itself to collaboration. Early Dismissal time scheduled for school-wide collaboration. Expectations for structure clearly communicated to teachers.	Sznakowski, Anthony	8/11/2014	Agendas, Common Planning Minutes, ED Agendas	6/5/2015 weekly
G3.B1.S1.A1	Coaching Cycle	Sznakowski, Anthony	9/24/2014	Increase in the rigor of instruction as evidenced by increase in number of higher order questions posed to students and their ability to write to them in their journals and exit ticket. Also goal sheets, feedback sheets, and debrief notes from admin and Science Specialists	6/26/2015 monthly
G3.B1.S2.A1	[no content entered]			one-time	
G1.B1.S1.A1	Tolbert will conduct a minimum of two parent nights centered around Literacy and Mathematics.	Parker-Freeman, Valencia	9/1/2014	Agendas, Parent Sign in Logs,	5/29/2015 quarterly
G2.B1.S1.A2	Plan lessons following the DCPS Instructional Framework Model (Introduction, I-Do, We-Do, You-Do, Closure) with grade level team during weekly Common Planning Time meetings.	Parker-Freeman, Valencia	8/11/2014	Common Planning Time Meeting Minutes *Lesson Plans	6/5/2015 daily
G2.B1.S2.A2	Plan lessons for Novel Studies that promote opportunities for accountable talk and student interaction (i.e. Think-Pair-Share, Socratic Seminars and Literature Circles).	Parker-Freeman, Valencia	9/24/2014	Lesson Plans *Student Work Samples/ Interactive Journals *Anecdotal Notes from Conferencing	6/5/2015 daily
G2.B1.S3.A2	Provide professional development on intensive, maintenance and enrichment instruction of rotating groups of students, or to individual students based on needs as indicated by student data reports during Daily Center Rotations.	Parker-Freeman, Valencia	8/11/2014	PLC Action Plan Student Data Reports *Lesson Plans for Small-Group Instruction *Anecdotal Notes	6/5/2015 daily
G3.B2.S1.A2	Participate in the coaching cycle.	Sznakowski, Anthony	8/20/2014	District Specialist, teachers	9/24/2014 annually
G3.B2.S2.A2	Meet together to analyze data, create lesson plans and reflect on previous lessons		Lesson Plans, Common Planning Minutes	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S3.A2	Monitor implementation of DOK in observations	Sznakowski, Anthony	9/24/2014	Classroom Observations	5/29/2015 biweekly
G4.B2.S1.A2	Participate in the coaching cycle.	English, Paula	8/18/2014	Notes/Observation Guides/Logs	6/5/2015 weekly
G4.B2.S2.A2	Implement Professional Development during Common Planning and ER time based on identified teacher needs.	English, Paula	8/11/2014	Coach Logs/Notes/School-wide PD Calendar, PD Agendas	6/5/2015 one-time
G4.B2.S3.A2	Conduct trainings and work sessions to break apart the standards and build teacher content knowledge.	English, Paula	8/25/2014	PLC Agendas, Lesson Plans, Observations	6/5/2015 monthly
G4.B2.S4.A2	Monitor teacher attendance and implementation of collaboration.	Caldwell, La Shawn	8/15/2014	PLC Attendance Sheets, ED Attendance Sheets, Lesson Plans, Grade Level/Common Planning Minutes	6/5/2015 weekly
G2.B1.S1.A3	Provide coaching cycles to support teachers with the delivery of appropriately-paced lessons that allow all students sufficient opportunity to practice new skills and strategies.	Parker-Freeman, Valencia	8/11/2014	Coach Logs Observation forms *Lesson Plans *Student Work Samples/Performance Tasks	6/5/2015 daily
G2.B1.S2.A3	Teachers will assess students understanding of grade level complex text using text dependents.	Parker-Freeman, Valencia	9/24/2014	Lesson Plans *Student Work *Samples/Interactive Journals	6/5/2015 daily
G2.B1.S3.A3	Employ the use of Unit Menus/Choice Boards, leveled tasks and/or tiered learning activities as alternative ways of mastering the same benchmark.	Parker-Freeman, Valencia	8/11/2014	*Lesson Plans *Student Work Samples/Performance Tasks *Sample Unit Menus/Choice Boards	6/5/2015 daily
G3.B2.S1.A3	Provide classroom coverage, monitor implementation of the new strategies	Sznakowski, Anthony	8/20/2014	Administration	5/29/2015 every-6-weeks
G3.B2.S2.A3	Monitor meetings, lesson plans and minutes		Common Planning Minutes, Lesson Plans	once	
G3.B2.S3.A3	Provide professional development on incorporating rigor into the CG	Sznakowski, Anthony	9/24/2014	Administration	5/29/2015 monthly
G4.B2.S1.A3	Provide classroom coverage, support coach decisions in each teacher's coaching plan.	Caldwell, La Shawn	9/1/2014	Notes/Observation Guides/Logs	6/5/2015 monthly
G4.B2.S2.A3	Monitor transfer of professional development knowledge into classroom instruction.	Caldwell, La Shawn	9/1/2014	Walk-through forms, CAST Rubrics, Coaching Logs	6/5/2015 biweekly
G4.B2.S3.A3	Monitor for effectiveness and provide support as needed. The admin will support the coach by sharing resources as rolled out by the district in the weekly briefings and principal meetings.	Caldwell, La Shawn	9/1/2014	Coaches Logs, Lesson Plans, PLC Agendas/Minutes, Data Chat Notes	6/5/2015 biweekly
G1.MA1	Parent Sign in Logs will be collected after each event to gauge the success of each event.	Parker-Freeman, Valencia	9/1/2014	Parent Sign in logs, Agenda, Increase in parental involvement.	5/29/2015 quarterly
G1.B1.S1.MA1	School will host Math Night for Parents and Students	English, Paula	1/6/2015	Parent Sign in Logs, Conference Logs	1/30/2015 one-time
G1.B1.S1.MA1	Planning for these events will be done through the Leadership Team Meetings	Parker-Freeman, Valencia	9/1/2014	Parent Sign in Logs, Agendas	5/29/2015 quarterly
G2.MA1	Monitor DAR administration and data collection CGA Data FSA Data	Sznakowski, Anthony		Students increase in reading level Increase of 14% proficiency	one-time

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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
			overall for grades 3 through 5		
G2.B1.S1.MA1	Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/formal observations. Address school based professional needs.	Caldwell, La Shawn	9/24/2014	Coaching Logs, CAST rubrics, Admin Informal and Formal Observation Notes, Data Chat Anecdotal Notes/ Logs	1/23/2015 weekly
G2.B1.S1.MA1	Administrator will support teacher needs based on CAST. Provide professional development opportunities for teacher with coach, specialist and other District trainers. Conduct informal and formal observations.	Caldwell, La Shawn	8/11/2014	Common Planning Time Meeting Minutes PD Action Plan *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes	6/5/2015 weekly
G2.B1.S2.MA1	Administrator will monitor teacher use of student engagement strategies while using complex text through informal/formal observations using CAST rubric.	Caldwell, La Shawn	8/11/2014	Teacher lesson plans Student Performance Tasks Anecdotal notes	9/24/2014 weekly
G2.B1.S2.MA1	Administrator will monitor teacher use of complex text to increase the rigor of instruction through informal/ formal observation, walkthroughs, etc.	Caldwell, La Shawn	9/24/2014	*PLC Action Plan *Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes	6/5/2015 weekly
G2.B1.S3.MA1	Administrator will monitor teacher effectiveness of differentiated instruction through walkthroughs, informal/formal	Caldwell, La Shawn	8/11/2014	Differentiated Instruction Plans, Lesson Plans, centers	6/5/2015 weekly
G2.B1.S3.MA1	Administrator will monitor differentiate instruction within the YOU DO of GRRM, daily center rotations, and Teacher-Led Small Group through informal/formal observations	Caldwell, La Shawn	8/11/2014	Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes	6/5/2015 weekly
G2.B1.S4.MA1	Administrator monitor effectiveness through walkthroughs, informal/formal observations.		8/11/2014	PLC Action Plans, Teacher Lesson plans, student work samples	6/5/2015 weekly
G2.B1.S4.MA1	Administrator will provide professional development opportunities and coordinate with teachers and school-based coach. Administrator will monitor fidelity through PLC action plans, Early Release agendas, common planning minutes.	Caldwell, La Shawn	8/11/2014	PD calendar, PLC action plans, Early Release Agendas,	6/5/2015 weekly
G3.MA1	Facilitate science professional development during common planning time monthly in elementary schools. During common planning teachers will unpack standards, analyze data, complete a curriculum walkthrough, analyze student work, revise lesson plans based on student data, and collaborate on best practices, lesson planning, RTI and DI groups and lesson study.	Sznakowski, Anthony	9/29/2014	Common Planning Minutes, Lesson Plans	5/29/2015 monthly
G3.B2.S1.MA1	Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/formal observations. School based professional needs.	Sznakowski, Anthony	9/24/2014	CAST, PD calendar, feedback forms for observation, my profile, previous SIP documents.	5/29/2015 monthly
G3.B2.S1.MA1	Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/formal	Sznakowski, Anthony	9/24/2014	CAST, PD calendar, feedback forms for observation, my profile, previous SIP documents.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	observations. School based professional needs.				
G3.B2.S1.MA3	Design and implement ongoing support for teachers through structured common planning.	Sznakowski, Anthony	9/24/2014	Common planning agendas and minutes, classroom walkthrough, data collections, coaching logs, admin/teacher data chats. IPDP and support plans.	5/29/2015 weekly
G3.B1.S1.MA1	Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/formal observations. School based professional needs.		9/24/2014	CAST, PD Calendar, feedback forms for observation, my profile, previous SIP documents.	5/29/2015 monthly
G3.B1.S1.MA1	Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/formal observations. School based professional needs.	Sznakowski, Anthony	9/24/2014	CAST, PD Calendar, feedback forms for observation, my profile, previous SIP documents.	5/29/2015 monthly
G3.B2.S2.MA1	[no content entered]			once	
G3.B2.S2.MA1	Highly encourage and promote the presence of an administrator at all common planning meetings. Maintain records of common planning documents. Develop a calendar for common planning and schedule for professional development.	Sznakowski, Anthony	9/24/2014	Coaching logs, common planning agenda, sign in sheets and schedules.	5/29/2015 weekly
G3.B1.S2.MA1	[no content entered]			one-time	
G3.B2.S3.MA1	Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/formal observations. School based professional needs		9/24/2014	CAST, PD calendar, feedback forms for observation, my profile, previous SIP documents.	5/29/2015 quarterly
G3.B2.S3.MA1	Professional development, IPDP goals, if applicable	Sznakowski, Anthony	9/24/2014	Informal and Formal Observations	5/29/2015 quarterly
G4.MA1	Math Coach will take each teacher through an individualized Coaching Cycle as needed. Through Coaching Logs of individual teacher progress (ex: MINT program) and CAST Rubrics, we will be able to determine the progress each teacher is making towards his or her goal.	English, Paula	8/11/2014	Teacher growth through the coaching cycle should be evidenced in student achievement as seen on the CGA's, short-cycle assessments, i-Ready data. Additional forms of evidence are: CAST Rubrics, IPDP, MINT Program ePortfolio.	4/3/2015 monthly
G4.B2.S1.MA1	The Coaching Cycle to increase teacher content knowledge will be monitored through the following: data chats, formal and informal observations as they pertain to the CAST rubric. The results of the Coaching Cycle (notes/observations from the Coach) should also show effectiveness in teacher growth.	Caldwell, La Shawn	9/29/2014	Coaching Logs, CAST rubrics, Admin Informal and Formal Observation Notes, Data Chat Anecdotal Notes/Logs	5/29/2015 monthly
G4.B2.S1.MA1	Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/formal observations. School based professional needs.	Caldwell, La Shawn	9/29/2014	CAST, PD calendar, feedback forms for observation, my profile, notes from observation/walkthroughs	4/30/2015 monthly
G4.B2.S2.MA1	The Admin will use walkthroughs, formal and informal observations, as well as data chats to monitor the effectiveness of the curriculum	Sznakowski, Anthony	8/18/2014	Data: CGA, i-Ready, School-based grade level assessments; CAST rubrics per teacher: Formal and Informal Observation notes	6/5/2015 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
	professional development as it relates to a lack of teacher content knowledge. Through these mediums, a greater knowledge base for each teacher should become apparent as they converse with the admin, skillfully plan and teach lessons, and their students performance increases on the assessments they are given.				
G4.B2.S2.MA1	Through the use of PLC Agendas, Coaching Logs, and Face-to-face observations, the Administration will monitor that Curriculum Professional Development is taking place and it aligned to student and teacher needs.	Caldwell, La Shawn	8/11/2014	Coaching Logs, Anecdotal Notes, PLC Agendas/Minutes, Lesson Plans, Formal and Informal Observation Notes.	6/5/2015 weekly
G4.B2.S3.MA1	The Admin will monitor teachers through lesson plans, data chats, and CAST observations in order to observe the transfer of knowledge as it pertains to the MAFS and resulting in an increase in student performance evidenced by CGA, i-Ready, and other assessment data.	Caldwell, La Shawn	8/18/2014	Lesson Plans, Data Chat Meeting Notes, CAST Observations, CGA, i-Ready data	6/5/2015 monthly
G4.B2.S3.MA1	The AP and Principal will sit in on PLC's led by the Math Coach that acclimate the teachers to the new standards. They will monitor emails sent out by the Math Coach that include resources to enhance teacher knowledge of the new standards and FSA. The Admin should also see the implementation of the new standards in teacher lesson plans as seen during formal and informal observations.	Sznakowski, Anthony	8/11/2014	PLC Agendas/Minutes, Emails, CAST rubric, Formal and Informal Observations	6/5/2015 weekly
G4.B2.S4.MA1	Admin will use student performance data as a primary focus to assess the effectiveness of the implementation of school-wide collaboration. Through data chats, classroom observations, and assessment results, these school-wide collaborations can be assessed as effective or not effective.	Caldwell, La Shawn	9/23/2014	Student/class data (CGA's, i-Ready, School-created assessments, Math FSA), Lesson Plans, CAST Observations	6/5/2015 biweekly
G4.B2.S4.MA1	Admin will communicate importance of attendance and participation in PD opportunities to teachers. Admin will sit in on PD opportunities as well as assist in planning and follow-up observations/walkthroughs.	Caldwell, La Shawn	9/23/2014	PD Agendas/Minutes, Classroom Walkthroughs/Observations (Formal and Informal), Lesson Plans	6/5/2015 monthly
G5.MA1	Quarterly Reports to Monitor Current Attendance Rates	Caldwell, La Shawn	9/24/2014	Genesis Reports	5/29/2015 one-time
G5.B1.S1.MA1	Provide teachers with attendance policy and AIT procedures.	Caldwell, La Shawn	9/24/2014	AIT attendance logs and documentation. AIT meeting/notes/outcomes	12/17/2014 one-time
G5.B1.S1.MA1	Inform teachers of attendance policy and AIT	Caldwell, La Shawn	9/24/2014	AIT attendance logs and documentation/ AIT coordinator contact information.	12/17/2014 one-time
G5.B1.S2.MA1	[no content entered]			once	
G5.B1.S2.MA1	[no content entered]			once	
G5.B1.S3.MA1	Pull attendance in OnCourse		Copy of Reports	once	
G5.B1.S3.MA1	Collect Agenda and Sign in Sheets		Sign in sheet and agenda	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.MA1	Pull Discipline Reports	Sznakowski, Anthony	9/24/2014	Printed Reports	5/29/2015 monthly
G6.B1.S1.MA1	Review of Lesson Plans, Attendance Logs and Referrals.	Sznakowski, Anthony	9/24/2014	Lesson Plans/ Attendance Logs/ Genesis Data	5/29/2015 monthly
G6.B1.S1.MA1	Monitor and review guidance lessons that are designed to meet the needs of the students including student success skills and character building.	Sznakowski, Anthony	9/24/2014	Lesson Plans/ Attendance Logs	5/29/2015 monthly
G6.B1.S2.MA1	Pull Discipline Reports		Printed Reports	once	
G6.B1.S2.MA1	Students Success Skills and Classroom Meetings		Lesson Plans, Attendance Logs, and Classroom Meeting Log	once	

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.