

Thomas Jefferson Elementary



2014-15 School Improvement Plan

Thomas Jefferson Elementary

8233 NEVADA ST, Jacksonville, FL 32220

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
57%

Alternative/ESE Center
No

Charter School
No

Minority
26%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Thomas Jefferson Elementary is to educate our students in a comfortable environment that promotes high levels of achievement, builds students self-esteem and develops quality work ethics so students may reach their full potential.

Provide the school's vision statement

Thomas Jefferson Elementary is a learning community committed to closing the achievement gap, celebrating diversity, and providing technological experiences to prepare our students to compete in a global society.

School Environment

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

Many of our families have attended Thomas Jefferson for generations. Our school is old but filled with charm! The faculty, staff, and PTA constantly seek ways to make school desirable for students. We want children to enjoy school, not endure it. School spirit abounds at Thomas Jefferson. Teachers build relationships with students through conversation, reward systems, and communication with families.

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

Our school staff recognizes the importance of having each student feel a sense of belonging. Each individual child is important to us. Children with a sense of self-worth, in turn, will value others. Teachers have an assigned area of the school to monitor along with the 5th grade safety patrols before and after school. Character traits are emphasized regularly, which contributes to our respectful environment. Select students in each classroom are recognized bi-monthly for exemplifying the district's character traits for the months.

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

Our school implements the CHAMPS classroom management system, including voice levels and specific rituals and routines. Teachers partner with one another to provide time-out for students rather than sending them to the office. Each teacher has a behavior management system that includes rewards for positive behaviors and consequences for negative behaviors. In the cafeteria and resource classes such as art, music, and PE, classes who earn "Terrific Tiger" certificates for good behavior are rewarded by the classroom teachers as well. Discipline strategies are addresses during shared decision-making meetings when necessary to ensure that teachers have a common understanding of expectations. Code of Conduct assemblies ensure that students hear a common message about behavioral expectations and consequences.

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

Teachers build relationships with students and families, which keeps them aware of students' social-emotional needs. When students face emotional challenges beyond what the teachers can thoroughly address, they are referred to the guidance counselor. The guidance counselor talks with the students and communicates with their parents to determine an action plan for addressing the students' needs. The school has a strong anti-bullying focus, which contributes to the physical and emotional safety of our students.

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

In our school's early warning system students are flagged as at-risk if they exhibit two or more of the following behaviors: more than 10% absences, one or more in or out of school suspensions, Level 1 on FCAT Reading, Level 1 on FCAT Math, failure of ELA course, or failure of Math course.

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	8	12	8	7	10	10	55
One or more suspensions	6	0	4	1	5	1	17
Course failure in ELA or Math	5	5	3	6	0	1	20
Level 1 on statewide assessment	0	0	0	6	10	14	30

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	4	2	1	4	6	8	25

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

Principal and guidance counselor will have a weekly lunch bunch with Math Level 1 and Reading Level 1 students starting in November. The purpose is to promote confidence and share test-taking strategies during the period leading up to the State Assessments. Guidance leads an MRT team meeting monthly with teachers, parents, and district representatives. The purpose of this meeting is to determine appropriate Tier 3 interventions for students. Teachers are paired with bottom quartile students as a mentor. The Reading Interventionist meets weekly with at-risk Reading students in a small group setting.

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

Our school seeks to build relationships with families by communicating through our PTA Facebook page, school website, Connect Duval, SAC meetings, informational fliers, newsletters, student agendas, parent conferences, and progress reports. Additionally, the Thomas Jefferson PTA welcoming committee greets students, parents, and visitors daily at the main entrance of the school. We frequently engage families through activities that include: Boohoo Yahoo Breakfast, Family Night, Fall Festival, Spring Festival, Weed and Feed, Muffins with Moms, and Donuts with Dads, Goodies with Loved Ones, Multiple Intelligences Night, Chorus Concerts, PTA Programs, Talent Show, After-school Dances, Parent Outreach Workshops, Walk/Run Club/Fun Runs, Play Day, Career Day, Book Character dress-up Parade, Green Thumbs, and Reading Celebration. We have launched two new parent groups this year: TJ Sidekicks provide classroom instructional support to teachers and Tiger Dads recruit fathers to participate in school activities.

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

Our process to build and sustain partnerships with businesses involves reaching out to businesses, offering them different levels of sponsorship, and giving them publicity. We have family events at local businesses. We give award coupons to local businesses for honor roll, perfect attendance, and character awards. We have secured multiple vendors for our fall festival. We have signed a Spirit Pump agreement at a local gas station that donates revenue to our school. We host two Girl Scout troops that include students from surrounding schools. Additionally, we partner with the Florida Striders to support our Walk/Run Club and James Weldon Johnson College Preparatory School's Beautification Club to enhance both schools' green initiatives. Parents are made aware of the school's business partnerships, thus promoting parent support of the businesses.

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
Turner, Lori	Principal
Ray, Brett	Assistant Principal
Gregson, Teresa	Instructional Coach
Santos, Katie	Instructional Coach
Reynolds, Chantilyn	Other

Duties

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

Instructional coaches and/or Lead Teachers will attend district training and bring information back to the school to share in school-based training. Lead teachers will serve as model classrooms for subject area.

Grade Level Chairs will meet to discuss instructional strategies and concerns as representatives of their grade level. They will take information back to their grade level team.

The Reading Interventionist will work with students in grades K-5 that need Tier III interventions, primarily using the Barton Program, Comprehension Toolkit, and other supplemental materials.

Guidance will meet with teachers monthly to monitor and discuss instructional needs and strategies.

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 Leadership Team meets with grade level teachers during common planning sessions. Teachers with common grade levels and common subject areas meet weekly to discuss pacing compared to the curriculum guide, results of common assessments, and Florida Standards item specifications.

Teachers and Administrators have frequent Data Chats focusing on moving all students to proficiency and focusing on moving students out of the bottom quartile. Monthly PLC Meetings will take place on Early Dismissal Days. Data from teacher-made assessments, Curriculum Guide Assessments, and blended learning resources such as i-Ready and Achieve 3000 are used to monitor the progress of our bottom quartile students.

Resources: Curriculum Guide Assessments (CGAs), FLKRS, iReady, Ready Common Core, FAA, FCAT 2.0/Science, and DAR results.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lori Turner	Principal
Valerie Weippert	Parent
Malenie Lee	Teacher
Jane Pierce	Teacher
Jerry Pierce	Business/Community
Celita Wilson	Parent
Timothy Sloan	Parent
Fern Webb	Parent
Rhiannon Powell	Parent
Kim Alvarez	Parent
Meredith Nissen	Parent
Rebekah Mitchell	Business/Community
Lisa Knight	Parent
Leslie Keen	Education Support Employee
Katie Santos	Teacher

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 Improvement Plan was a recurring agenda item at School Advisory Council meetings last year. The plan was accessible to all members for review. The principal presented a PowerPoint at the opening meeting and the assistant principal presented midyear. The presentations summarized the plan and updated SAC on the school's progress based on curriculum guide assessments, i-Ready, and other sources of data.

Development of this school improvement plan

The School Improvement Plan is the focal point of SAC meetings. Two parent representatives from SAC served on the committee that wrote the initial SIP draft. The opportunity for input was made available to the remaining SAC members when a copy of the draft was emailed to them for input. Changes were made to the plan based on the feedback provided by SAC members.

Preparation of the school's annual budget and plan

The SAC committee provided suggestions for the use of School Improvement Funds during monthly meetings.

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

School Improvement Funds in the amount of \$1,000 were used to sponsor a school-wide Reading Celebration in May for students who achieved their yearlong reading goals..

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
Armstrong, Selina	Teacher, K-12
Tyson, Christa	Teacher, K-12
Castiaux, Sandra	Teacher, K-12
Gallavan, Tracy	Teacher, K-12
Hull, Dina	Teacher, K-12
Jones, Lastocia	Teacher, K-12
Junn, Susan	Paraprofessional
Morse, Kimberly	Teacher, K-12
Petrilla, Holly	Teacher, K-12
Pierce, Jane	Guidance Counselor
Rhoden, Rebecca	Teacher, K-12
Wilson, Teresa	Teacher, K-12
Wood, Linda	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

This year the Literacy Lead Team will serve as models and mentors in the following areas:

- Effective reading instruction through the use of technology
- Inquiry based teaching of reading through the research-based best practices
- Effective use of formative assessment and how to plan instruction based on analyzing assessment results
- How to meet the needs of students falling within the MTSS Tiers of Tier 2 and Tier 3 through systematic interventions and progress monitoring
- How to plan for interventions and progress monitoring for students who need additional support in Tiers 2 and 3

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

Lead teachers will attend district training and bring information back to the school to share in schoolbased training. Lead teachers will serve as model classrooms for subject area. Grade Level Chairs will meet to discuss instructional strategies and concerns as representatives of their grade level. They will take information back to their grade level team. Teachers and Administrators will have Monthly PLC Meetings on Early Dismissal Days. Resources: Curriculum Guide Assessments (CGAs), FLKRS, iReady, Ready Common Core, FAA, FCAT 2.0/Science, and DAR results.

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

1. Principal will facilitate regular meetings with new teachers to provide guidance in instruction and management, to address their concerns, and to provide support where they perceive they are weak.
2. Professional Development Facilitator will connect teacher mentors to new teachers.
3. Principal and/or Assistant Principal will provide opportunities for new teachers to collaborate with veteran teachers during the work day.
4. Social Committee will host events for faculty and staff to build cohesiveness.

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

Teachers new to their grade levels are paired with effective veteran teachers with a history of high annual performance, student learning gains, and effective peer relationships. This includes teachers returning to the classroom after serving in a different role. Resource teachers who are new to their content area will be assigned a school mentor and are encouraged to collaborate with their colleagues from other schools.

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

Instructional Coaches will attend district trainings and bring the information back to the PLC meetings. Lead teachers will serve as model classrooms for subject area teachers to observe. Grade Level Chairs will meet to discuss instructional strategies and concerns as representatives of their grade level. They will take information back to their grade level team. Teachers and Administrator will have regular Data Chats and Monthly PLC Meetings on Early Dismissal Days
Resources: Curriculum Guide Assessments (CGAs), FLKRS, iReady, Ready Common Core, FAA, FCAT 2.0/Science, and DAR results.

Instructional Strategies

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

Teachers will analyze the results from classroom and district assessments. The 80/20 rule (if less than 80% show mastery then the benchmark will be retaught during Tier I instruction) will be used to determine if students need Tier I or Tier II interventions. Tier II instruction will occur during the 30 minute content-related center time. Students who are not demonstrating adequate progress in Tier II will be referred to the MTSS team for consideration of Tier III or other interventions.

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: After School Program

Minutes added to school year: 10,800

Students have the option to stay an extra hour after school for remediation in Reading and/or Mathematics.

Strategy Rationale

To increase student proficiency in learning gains and move bottom quartile students in Reading and Mathematics.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

All, Teachers, all_tj_teachers@duvalschools.org

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

Pre and Post Teacher Made Assessments, District CGAs

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

Beginning in summer months, incoming cohorts of students complete a pre-screening assessment designed by the Kindergarten teachers to determine readiness levels. Outgoing cohorts communicate with the middle schools in our feeder pattern, who allow the students to take tours and have question and answer sessions.

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.** To increase bottom quartile learning gains for 4th and 5th grade in Reading and Math by increasing face to face and small group instruction.

- G2.** To increase proficiency in Reading and Math at each grade level (3-5) by using item specifications in the Curriculum Guides to guide instruction.

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. To increase bottom quartile learning gains for 4th and 5th grade in Reading and Math by increasing face to face and small group instruction. 1a

G045554

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	72.0

Resources Available to Support the Goal 2

- Reading Resources - Write to Learn, Achieve 3000, Reading Coach, Reading Interventionist
- Math Resources - iReady computer-based centers and consumables, enVision materials, Math Investigations, district center activities, Math Coach

Targeted Barriers to Achieving the Goal 3

- Insufficient familiarity with student deficiencies in math skills/knowledge and processes for prescriptive center time
- Students are unable to express their process qualitatively with content specific vocabulary words.

Plan to Monitor Progress Toward G1. 8

Teachers will monitor reading and math students by reviewing interactive journals, performance tasks, and exit slips.

Person Responsible

ELA Math Teachers

Schedule

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

Evidence of Completion

CGA Quarterly Assessments

G2. To increase proficiency in Reading and Math at each grade level (3-5) by using item specifications in the Curriculum Guides to guide instruction. 1a

G045555

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	67.0
FSA - Mathematics - Proficiency Rate	70.0

Resources Available to Support the Goal 2

- Reading Coach, Reading Interventionist, Barton Reading and Spelling, Achieve 3000, Write to Learn
- Math Coach, enVisions math curriculum, Investigations math curriculum, iReady
- MAFS, LAFS, and Item Specifications.

Targeted Barriers to Achieving the Goal 3

- Challenging expectations in the new item specifications, Math Florida Standards (MAFS), and Language Arts Florida Standards (LAFS).
- Students don't connect thinking with reading (word callers, comprehension, fluency)
- Unknown vocabulary words

Plan to Monitor Progress Toward G2. 8

Review student progress on assessments (teacher-made and district CGAs) during 4th and 5th grade Math and ELA PLCs.

Person Responsible

Leadership Team

Schedule

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

Evidence of Completion

Unwrapping the Standards Graphic Organizer form and Standards Activity form

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. To increase bottom quartile learning gains for 4th and 5th grade in Reading and Math by increasing face to face and small group instruction. **1**

 G045554

G1.B1 Insufficient familiarity with student deficiencies in math skills/knowledge and processes for prescriptive center time **2**

 B112485

G1.B1.S1 Use teacher made assessments (3 to 5 QAs, exit tickets, Unit tests) to diagnose student deficiencies in reading and math. **4**

 S123892

Strategy Rationale

The teacher made assessments listed help to combat the barriers by providing multiple sources of data that help identify deficiencies.

Action Step 1 **5**

Provide face to face and small group instruction after diagnosing student reading and math deficiencies..

Person Responsible

ELA Math Teachers

Schedule

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

Evidence of Completion

Documentation of progress in small groups.

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

Formal and informal classroom observations. Common planning meetings.

Person Responsible

Leadership Team

Schedule

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

Evidence of Completion

Documentation of classroom visits and common planning meetings.

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

Formal and informal classroom observations. Common planning meetings.

Person Responsible

Leadership Team


Schedule

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

Evidence of Completion

Agendas and minutes from common planning meetings.

G1.B1.S2 Use iReady data to drive differentiation of reading and math instruction for bottom quartile students. 4

 S123893

Strategy Rationale

This resource provides students with the opportunity to express their mathematical thinking.

Action Step 1 5

Use iReady computer-based reading and math software with consumable activities.

Person Responsible

ELA Math Teachers

Schedule

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

Evidence of Completion

Computer-generated reports

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

Review iReady class reports with reading and math teachers.

Person Responsible

Leadership Team

Schedule

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

Evidence of Completion

iReady report data note book

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

Review iReady class reports with reading and math teachers

Person Responsible

Leadership Team

Schedule

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

Evidence of Completion

iReady report data note book

G1.B2 Students are unable to express their process qualitatively with content specific vocabulary words. 2

 B112486

G1.B2.S1 Teacher models vocabulary and students use vocabulary in writing and speaking. Students provide evidence for answer choices and teachers will use a 2 or 4 point rubric to assess written responses 4

 S127262

Strategy Rationale

Use of the Gradual Release Model.

Action Step 1 5

Teachers model vocabulary and students use vocabulary in speaking and writing in 4th and 5th grade reading and math classes.

Person Responsible

ELA Math Teachers

Schedule

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

Evidence of Completion

Writing samples from 4th and 5th grade students.

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

Review of lesson plans and student work along with classroom observations.

Person Responsible

Leadership Team

Schedule

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

Evidence of Completion

Lesson plans, student work, and class observation form

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

Review of lesson plans and student work along with classroom observations

Person Responsible

Leadership Team

Schedule

Every 2 Months, from 10/1/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student work, and class observation form

G2. To increase proficiency in Reading and Math at each grade level (3-5) by using item specifications in the Curriculum Guides to guide instruction. 1

G045555

G2.B1 Challenging expectations in the new item specifications, Math Florida Standards (MAFS), and Language Arts Florida Standards (LAFS). 2

B112487

G2.B1.S1 During PLCs teachers will unpack the ELA and Math standards using Item Specifications for guidance with the Instructional Coaches to facilitate. 4

S123894

Strategy Rationale

Action Step 1 5

Math Coach will meet with Math PLC by grade level to unpack the new Math standards.

Person Responsible

Katie Santos

Schedule

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

Evidence of Completion

Completion of Unpacking the MAFS Activity form or Unwrapping MAFS Graphic Organizer form

Action Step 2 5

Reading Coach will meet with ELA PLC by grade level to unpack the new Reading standards.

Person Responsible

Teresa Gregson

Schedule

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

Evidence of Completion

Completion of Unpacking the LAFS Activity form or Unwrapping LAFS Graphic Organizer form

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

Math Coach will work with 4th and 5th Grade Math Teachers to complete the forms; to be reviewed by the Assistant Principal

Person Responsible

Brett Ray

Schedule

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

Evidence of Completion

Unpacking the Standards Form

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

Reading Coach will work with 4th and 5th Grade ELA Teachers to complete the forms; to be reviewed by the Principal

Person Responsible

Lori Turner

Schedule

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

Evidence of Completion

Unpacking the Standards Form

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

Math Coach will work with 4th and 5th Grade Math Teachers to complete the forms; to be reviewed by the Assistant Principal.

Person Responsible

Brett Ray

Schedule

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

Evidence of Completion

Unpacking the Standards Form

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

Reading Coach will work with 4th and 5th Grade ELA Teachers to complete the forms; to be reviewed by the Principal.

Person Responsible

Lori Turner

Schedule

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


Evidence of Completion

Unpacking the Standards Form

G2.B2 Students don't connect thinking with reading (word callers, comprehension, fluency) 2

 B112488

G2.B2.S1 Model Think-Aloud in "I-do" and Close Reading. Increase opportunities for students to explain thinking orally and in writing when solving language-based mathematical problems, ex., journaling, open-ended discussions of various strategies (K-5) 4

 S127271

Strategy Rationale

Use of the Gradual Release Model.

Action Step 1 5

Teachers will model their thinking and problem solving processes in the "I-do" and "We-do" process.

Person Responsible

ELA Math Teachers

Schedule

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

Evidence of Completion

Teacher Observation form.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Check for connections of student thinking and writing in 4th and 5th grade students' journals, exit tickets, and samples of writing.

Person Responsible

Leadership Team

Schedule

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

Evidence of Completion

Collect and review journals, exit tickets and samples of writing.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Check for connections of student thinking and writing in 4th and 5th grade students' journals, exit tickets, and samples of writing.

Person Responsible

Leadership Team

Schedule

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

Evidence of Completion

Collect samples of student work.

G2.B3 Unknown vocabulary words 2

B115642

G2.B3.S1 Explicitly teach academic and content specific vocabulary words during a daily 10 minute teacher led block and by center learning activities based upon needs. 4

S127272

Strategy Rationale

Action Step 1 5

Teachers will model using vocabulary words in their writing and speaking daily. Teachers will refer to and use Word Wall.

Person Responsible

ELA Math Teachers

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom observations and review of 4th and 5th grade Reading and Mathematics students.

Person Responsible

Leadership Team

Schedule

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

Evidence of Completion

Classroom Observation Form.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Classroom observations and review of 4th and 5th grade Reading and Mathematics students.

Person Responsible

Schedule

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

Evidence of Completion

Classroom Observation Form.

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	Provide face to face and small group instruction after diagnosing student reading and math deficiencies..	Math Teachers, ELA	10/1/2014	Documentation of progress in small groups.	5/29/2015 weekly
G1.B1.S2.A1	Use iReady computer-based reading and math software with consumable activities.	Math Teachers, ELA	10/1/2014	Computer-generated reports	5/29/2015 weekly
G2.B1.S1.A1	Math Coach will meet with Math PLC by grade level to unpack the new Math standards.	Santos, Katie	10/1/2014	Completion of Unpacking the MAFS Activity form or Unwrapping MAFS Graphic Organizer form	5/29/2015 quarterly
G1.B2.S1.A1	Teachers model vocabulary and students use vocabulary in speaking and writing in 4th and 5th grade reading and math classes.	Math Teachers, ELA	10/1/2014	Writing samples from 4th and 5th grade students.	5/29/2015 daily
G2.B2.S1.A1	Teachers will model their thinking and problem solving processes in the "I-do" and "We-do" process.	Math Teachers, ELA	10/1/2014	Teacher Observation form.	5/29/2015 daily
G2.B3.S1.A1	Teachers will model using vocabulary words in their writing and speaking daily. Teachers will refer to and use Word Wall.	Math Teachers, ELA	10/1/2014		5/29/2015 daily
G2.B1.S1.A2	Reading Coach will meet with ELA PLC by grade level to unpack the new Reading standards.	Gregson, Teresa	10/1/2014	Completion of Unpacking the LAFS Activity form or Unwrapping LAFS Graphic Organizer form	5/29/2015 quarterly
G1.MA1	Teachers will monitor reading and math students by reviewing interactive journals, performance tasks, and exit slips.	Math Teachers, ELA	10/1/2014	CGA Quarterly Assessments	5/29/2015 biweekly
G1.B1.S1.MA1	Formal and informal classroom observations. Common planning meetings.	Team, Leadership	10/1/2014	Agendas and minutes from common planning meetings.	5/29/2015 weekly
G1.B1.S1.MA1	Formal and informal classroom observations. Common planning meetings.	Team, Leadership	10/1/2014	Documentation of classroom visits and common planning meetings.	5/29/2015 weekly
G1.B2.S1.MA1	Review of lesson plans and student work along with classroom observations	Team, Leadership	10/1/2014	Lesson plans, student work, and class observation form	5/29/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Review of lesson plans and student work along with classroom observations.	Team, Leadership	10/1/2014	Lesson plans, student work, and class observation form	5/29/2015 weekly
G1.B1.S2.MA1	Review iReady class reports with reading and math teachers	Team, Leadership	10/1/2014	iReady report data note book	5/29/2015 monthly
G1.B1.S2.MA1	Review iReady class reports with reading and math teachers.	Team, Leadership	10/1/2014	iReady report data note book	5/29/2015 monthly
G2.MA1	Review student progress on assessments (teacher-made and district CGAs) during 4th and 5th grade Math and ELA PLCs.	Team, Leadership	10/1/2014	Unwrapping the Standards Graphic Organizer form and Standards Activity form	5/29/2015 monthly
G2.B1.S1.MA1	Math Coach will work with 4th and 5th Grade Math Teachers to complete the forms; to be reviewed by the Assistant Principal.	Ray, Brett	10/1/2014	Unpacking the Standards Form	5/29/2015 quarterly
G2.B1.S1.MA4	Reading Coach will work with 4th and 5th Grade ELA Teachers to complete the forms; to be reviewed by the Principal.	Turner, Lori	10/1/2014	Unpacking the Standards Form	5/29/2015 quarterly
G2.B1.S1.MA1	Math Coach will work with 4th and 5th Grade Math Teachers to complete the forms; to be reviewed by the Assistant Principal	Ray, Brett	10/1/2014	Unpacking the Standards Form	10/1/2014 quarterly
G2.B1.S1.MA3	Reading Coach will work with 4th and 5th Grade ELA Teachers to complete the forms; to be reviewed by the Principal	Turner, Lori	10/1/2014	Unpacking the Standards Form	5/29/2015 quarterly
G2.B2.S1.MA1	Check for connections of student thinking and writing in 4th and 5th grade students' journals, exit tickets, and samples of writing.	Team, Leadership	10/1/2014	Collect samples of student work.	5/29/2015 biweekly
G2.B2.S1.MA1	Check for connections of student thinking and writing in 4th and 5th grade students' journals, exit tickets, and samples of writing.	Team, Leadership	10/1/2014	Collect and review journals, exit tickets and samples of writing.	5/29/2015 biweekly
G2.B3.S1.MA1	Classroom observations and review of 4th and 5th grade Reading and Mathematics students.		10/1/2014	Classroom Observation Form.	5/29/2015 weekly
G2.B3.S1.MA1	Classroom observations and review of 4th and 5th grade Reading and Mathematics students.	Team, Leadership	10/1/2014	Classroom Observation Form.	5/29/2015 weekly

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. To increase bottom quartile learning gains for 4th and 5th grade in Reading and Math by increasing face to face and small group instruction.

G1.B1 Insufficient familiarity with student deficiencies in math skills/knowledge and processes for prescriptive center time

G1.B1.S1 Use teacher made assessments (3 to 5 QAs, exit tickets, Unit tests) to diagnose student deficiencies in reading and math.

PD Opportunity 1

Provide face to face and small group instruction after diagnosing student reading and math deficiencies..

Facilitator

Lori Turner, Brett Ray, Teresa Gregson, Katie Santos

Participants

Math Teachers and Reading Teachers

Schedule

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

G2. To increase proficiency in Reading and Math at each grade level (3-5) by using item specifications in the Curriculum Guides to guide instruction.

G2.B1 Challenging expectations in the new item specifications, Math Florida Standards (MAFS), and Language Arts Florida Standards (LAFS).

G2.B1.S1 During PLCs teachers will unpack the ELA and Math standards using Item Specifications for guidance with the Instructional Coaches to facilitate.

PD Opportunity 1

Math Coach will meet with Math PLC by grade level to unpack the new Math standards.

Facilitator

Lori Turner, Brett Ray, Katie Santos

Participants

Math Teachers

Schedule

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

PD Opportunity 2

Reading Coach will meet with ELA PLC by grade level to unpack the new Reading standards.

Facilitator

Lori Turner, Brett Ray, Teresa Gregson

Participants

ELA Teachers

Schedule

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

G2.B3 Unknown vocabulary words

G2.B3.S1 Explicitly teach academic and content specific vocabulary words during a daily 10 minute teacher led block and by center learning activities based upon needs.

PD Opportunity 1

Teachers will model using vocabulary words in their writing and speaking daily. Teachers will refer to and use Word Wall.

Facilitator

Math and ELA coach

Participants

All teachers during faculty in-service

Schedule

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

Technical Assistance Items

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

G1. To increase bottom quartile learning gains for 4th and 5th grade in Reading and Math by increasing face to face and small group instruction.

G1.B1 Insufficient familiarity with student deficiencies in math skills/knowledge and processes for prescriptive center time

G1.B1.S2 Use iReady data to drive differentiation of reading and math instruction for bottom quartile students.

PD Opportunity 1

Use iReady computer-based reading and math software with consumable activities.

Facilitator

Math and ELA coach

Participants

Novice teachers and any teacher that needs a refresh.

Schedule

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

Budget Rollup

Summary

Description	Total
Grand Total	0