

Sabal Palm Elementary School



2014-15 School Improvement Plan

Sabal Palm Elementary School

1201 KERNAN BLVD N, Jacksonville, FL 32225

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

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

37%

Alternative/ESE Center

No

Charter School

No

Minority

46%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	37
Appendix 2: Professional Development and Technical Assistance Outlines	42
Professional Development Opportunities	43
Technical Assistance Items	47
Appendix 3: Budget to Support Goals	49

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

Sabal Palm Elementary is a school family, where we foster positive relationships in the school, home, and community. We strive to provide educational excellence in a productive learning environment for every classroom, every student, every day.

Provide the school's vision statement

The Sabal Palm vision is to inspire and prepare all students for success at every level of development: middle school, high school, 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

Teacher Inventories are used during pre-planning and at various intervals during the grading period to assess student needs. Teachers collaborate with their colleagues and conduct parent conferences to discuss and determine the needs of individual students. Ongoing activities are provided to encourage teacher-student and school and community relationships throughout the school year.

The Student Council facilitates school leadership and enhance development of community goals. These students can be observed visiting classes to inspire their peers to send holiday cards to our soldiers. As a team, the student council works with other organizations and community partners to promote school-wide events such as a holiday food drive, toy drive, election of student council officers using student-generated ballots and the voting booths from the Supervisor of Elections Office. The Student Council also works with the local Girl Scouts troop on the Grounds Beautification Project for the school. In an effort to learn more about our government, the Student Council take an annual tour of the Federal Courthouse.

Under the sponsorship of the PTA Board and supervision of PTA volunteer members, a Run and Walk Club was developed for students in grades 3-5. This group provides positive student relationships in a healthy environment and meet weekly to participate in physically fit activities at school and in the community.

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

The Sabal Palm family takes pride in the manner in which the faculty and staff take ownership of student safety. Several initiatives and safety precautions have been implemented. Security gate at the main entrance of the school building was installed four years ago. All classroom doors are secured, and students are not permitted to walk the halls alone without being paired with another student or adult supervision. Parents and teachers report suspicious behavior observed on and off campus. Parents are kept also informed of any safety concerns or precautions that arise.

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

During the first week of school each year, Sabal Palm Administration conducts Student Orientation with each grade level. The purpose of the orientation is to provide students with clear expectations of their behavior and student achievement.

Teachers implement the CHAMPS Behavioral Model, which is a part of their classroom rituals and routines. Teachers provide positive praise and various opportunities for students to earn incentives for meeting the expectations. Parents conferences are held on a regular basis and teacher maintain a log of student and parent conferences.

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 implement the Second-Step Program, which provides clear instructions and activities that address bullying, emotions, etc. There is also a full-time guidance counselor on the school-site who meets with students and parents to discuss issues that have been observed by the teacher or the parent. When needed, the guidance counselor provides families with information about external resources such as our Full Service School Program, which is located at various high school sites.

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

Sabal Palm focuses on early warning preventions in areas that affect student learning: attendance, behavior and Level 1 performance on the statewide assessment in reading.

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	3	4	5	
Attendance below 90 percent	1	0	0	0	1
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	15	12	15	42

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The attendance clerk, classroom teachers and the guidance counselor monitor student attendance. When students are absent three consecutive days, parents are notified. The Attendance Intervention Team conducts regular meetings with the parent(s)/guardians to discuss interventions that will improve student attendance. The school district social worker and principal conduct home visits, when applicable and community resources are also provided to assist the parents/guardians, if needed.

To ensure that student learning is productive and continuous, administration conducts student

orientation during the first week of school to discuss expectations of student behavior in common areas of the school. In addition, teachers receive training and implement the CHAMPS Behavioral Model as a part of their instructional program. Individual contracts are created for students who continue to demonstrate difficulty socially and emotionally. The school guidance counselor serves as a behavioral support system to provides support and identifies resources to assist teachers and parents.

In lieu of out-of- school suspension for minor offenses, students receive in-school suspension, and/or before, after-school detention in another assigned area of the school.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The Sabal Palm family takes pride in its efforts to build positive relationships in the school setting. The faculty, staff and administration encourage the involvement of the home and community through various school and community events/activities. It is our ultimate goal to increase the percentage of volunteer hours for parents, families, and the community through continuous and effective communications via school newsletters, PTA newsletters and website, teacher blogs, school marquee, grade portal (accessible to students and parents to monitor student progress) phone calls, district-wide School Messenger link, etc.

During the PTA General Meetings, students in select grade levels perform for parents. The groups rotate each year.

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

Faculty/Staff, PTA and School Advisory Council seek out opportunities to connect with businesses within our local community to form a partnership. PTA hosts Spirit Nights at local restaurants to connect and fellowship with parents, family and community members. These businesses also provide awards and incentives for our students at the end of each grading period.

In addition, the school marquee is used to promote ongoing communication with parents and the community, regarding upcoming events, where the public is invited to attend. Activities include: School spirit nights at local restaurants, Fall Festival, Parent Family Night (auctions of donated items from community vendors), food drives, Mr. Rogers' Sweater Drive, Training for volunteers and business partners, school-wide Orientation and Open House, Parent Night, Parent Meet and Greet Sessions with teachers.

For the past three years, Sabal Palm has been recognized by the state of Florida as a recipient of the Five Star School Award for its exemplary community and school relationships. With over 9000 volunteer service hours, it is evident that there is continuous parent and community involvement.

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
Graham, Linda	Principal
Herlihy, Kathleen	Assistant Principal
Lanni, Theresa	Instructional Coach
Spinner, Yvonne	Assistant Principal
Malewicki, Christine	Guidance Counselor
Gualano, Leonore	Teacher, K-12

Duties

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

The team is responsible for reviewing universal screening data that link to instructional decisions; reviewing progress monitoring data at the grade level and classroom levels to identify students who are meeting/exceeding benchmarks, and students who are moderate risk or at high risk for not meeting benchmarks for baseline assessments.

The team collaborates, problem solve, share effective practices and strategies, evaluate implementation, make decisions, and practice new processes and skills.

The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Administration works with the reading coach and math leads to plan and implement professional development for teachers. Walk-throughs and observations are conducted to identify teacher strengths and areas of focus. The information collected will be use to plan effective instruction in the classroom. The reading coach will model effective teaching and learning strategies to support teachers and provide training in areas that require more instructional support. The ESE support team works with leadership to problem solve and address the varying needs of students with disabilities and those who may demonstrate difficulty in learning.

The Shared-Decision Making (SDM) Team serve as a leadership support system to discuss and brainstorm school improvement ideas and best teaching practices that will promote student learning.

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

The School Leadership Team develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The plan is shared with School Advisory Council, Shared Decision-making Team and other stakeholders. Feedback is given and modifications are made, as needed.

The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team and School revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used academic interventions in the Response to Intervention process, which includes but

is not limited to providing instruction and making mid-course adjustments based on student data. The data serve as indicators of areas needing improvements and are outlined in the School Improvement Plan for full implementation.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Linda Graham	Principal
Christine Malewicki	Teacher
Melinda Hester	Parent
Doug Balser	Parent
Angie Arrich	Parent
Brenda Dixon	Parent
Sarah Mardini	Business/Community
Siobham Marino	Parent
Kira Mckay	Parent

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council provided feedback on areas of the School Improvement Plan that indicated a direct impact on students' needs, such as: safety and improved academic performance. Suggestions were given as to the available resources that would support these essential areas of need.

Development of this school improvement plan

The School Advisory Council is an active organization, which plays a vital role in the success of Sabal Palm. This organization provides parents, citizens, faculty, staff, and students an opportunity to participate in the development of educational priorities, assessment of school's needs, and identification of local resources.

SAC members assist in the preparation and evaluation of the school improvement plan and the preparation of the school budget.

Preparation of the school's annual budget and plan

The annual budget is determined by the school district. Staff allocations are provided to staff the schools, only. Discretionary funds are provided to purchase essential school supplies, which are based on Full Time Equivalent (student enrollment). School administrators determine the number of employees needed to operate the school for the current school year.

Any additional school funding is generated through PTA fundraisers, community donations, and revenue received from the purchase of school pictures.

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

No additional funding has been allocated for the 2014-2015 school year. However, SAC approves any roll-over balances to purchase school supplies, equipment, and academic materials to support students and teachers.

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
Graham, Linda	Principal
Herlihy, Kathleen	Assistant Principal
Spinner, Yvonne	Assistant Principal
Lanni, Theresa	Instructional Coach
Malewicki, Christine	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

- Provide academic support with new curriculum, assessments, and programs.
- Determine strategies for improving student performance using data driven instruction from various assessments: DAR, etc.
- Assist with disaggregating and understanding student data.
- Assist with Professional Development for grade levels and vertical teams.
- Collaborate with their grade level teams during common planning times.

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

During each grading period, teachers are provided opportunities to work in teams with their colleagues, collaborate, and plan quality instruction for students at various stages of development. Teachers analyze data results and track student progress. Data driven instruction is specific, prescriptive, and addresses the varying levels of students' academic needs.

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

Sabal Palm follows the district recruiting guidelines and goals in the DCPS Strategic Plan. (1) Mentors are assigned to support new teachers in the classroom setting. (2) Teachers are expected and encouraged to participate in professional development opportunities that will enhance professional growth and student achievement. (3) Administration conducts ongoing informal observations to support classroom instruction. (4) Teacher and students are provided with the essential tools and resources to meet the requirements of the Common Core Standards and students' individual needs.

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

Teachers are strategically assigned as mentors to new teachers up to two years. The principal and Professional Development Facilitator meet with the mentor and mentee on a regular basis and as needed to ensure that the mentee is receiving adequate and appropriate support to improve/increase student achievement as well as grow professionally. Some of the planned activities include planning and delivery of lessons, analyzing student work/data, and providing support with classroom management.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers will become familiar with instructional strategies that support Florida standards/ Item Specifications and outline the expectations for student success. Teachers create challenging activities and follow the uniformed Curriculum Guides that are aligned to Florida's standards. District assessments focus on the curriculum in the core subjects that have been introduced and taught prior to administration of the assessment.

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

Results of baseline and quarterly assessments and other diagnostics are used to drive instruction using various forms of differentiated instruction and Response to Interventions to address the varying needs of students in an individual setting, small group, and whole group instruction.

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: 0

Teachers, voluntarily, offer tutoring to their students before and/or after school. Tutorial sessions occur at the school site and at two off-site locations which have been provided by the managers/ owners of two local apartment complexes where our students reside. Participation is based on the students' academic needs as identified through data analysis. Teachers identify goals and collaborate with their colleagues to develop effective learning strategies that will enhance student success during this tutorial program. Attendance in tutoring either before and after school varies due to individual circumstances. Participation depends on transportation.

Strategy Rationale

To provide learning opportunities to students who are not able to remain after school for tutorial support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Graham, Linda, grahaml@duvalschools.org

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

Teachers maintain data notebooks in which they collect individual student data. Once collected, teachers analyze the data based on achievement of goals and/or progress towards meeting the instructional standards. Groups are set up based on needs. Teachers collaborate with their colleagues to establish groups that will meet the needs of their learners. Data collection is ongoing, throughout the tutoring cycle and is analyzed to monitor the effectiveness of teacher instruction and progress of their students. New groups are formulated and students move in and out of the groups based on individual student growth, progress and needs.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The teachers administer a statewide assessment, the Florida Kindergarten Readiness Screener, (FLKRS) and the Florida Assessment for Instruction in Reading, (FAIR) upon the students' entry into kindergarten. The results of these assessments help teachers to determine student readiness for school and areas of instructional need. Additionally, those students who score low on the FLKRS assessment are also given the Developmental Assessment of Reading (DAR) which identifies specific areas of need. This data help to determine instructional goals and Tier II Interventions. This tailored instructional support assists each student in making satisfactory progress during their kindergarten year. Additionally, our school holds two parent informational sessions (Parent Orientation and Open House) at the beginning of the school year to help the parents understand the expectations for student achievement.

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

N/A

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

N/A

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

N/A

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the frequency in which teachers employ effective instructional delivery strategies, weekly, through professional development, common planning and coaching.

- G2.** Improve the alignment between assessment and instruction and the use of assessment data through common planning, collaboration, and full implementation of standards monthly and as needed

Strategic Goals Detail

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

G1. Increase the frequency in which teachers employ effective instructional delivery strategies, weekly, through professional development, common planning and coaching. 1a

G045580

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	83.0
AMO Reading - All Students	80.0
FCAT 2.0 Science Proficiency	70.0
FSA - English Language Arts - Proficiency Rate	80.0
FSA - Mathematics - Proficiency Rate	83.0
Math Lowest 25% Gains	86.0
ELA/Reading Lowest 25% Gains	62.0
FAA Mathematics Proficiency	38.0
FAA Reading Proficiency	42.0

Resources Available to Support the Goal 2

- Professional Development opportunities including book study, lesson modeling, and curriculum training.
- New curriculum materials and assessments
- Instructional Reading coach
- Use of community facilities to support school's tutorial program.
- Quarterly extended planning time for each grade level

Targeted Barriers to Achieving the Goal 3

- Implementation of new Florida State standards, new state assessments, and new district curriculum with fidelity.
- Release time for teacher collaboration

Plan to Monitor Progress Toward G1. 8

Data from student test scores including PLC common assessments, District CGA's, i-ready, Achieve 3000, Write to Learn, DAR, and Student work samples, as well as, teacher observation data including formal and informal CAST observations, walk-throughs and coaching cycle notes.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

Lesson plans indicate evidence of rigorous instructional strategies for Close Reading, seminars, teacher reflections, CAST observations, Coaching Cycle reports (Coaches and teacher next steps), and student work and engagement in the lesson using the Gradual Release Models, student work, and work samples aligned with the Florida State Assessment and teacher data notebooks.

Plan to Monitor Progress Toward G1. 8

Exit tickets, teacher feedback, common planning notes and training notes will be used to evaluate effectiveness of training modules.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

Teacher lesson plan books will provide evidence of rigorous instructional strategies: Close Reading, seminars, teacher reflections, coaching cycle notes, next steps, student journals, portfolios, work samples aligned with the Florida State Assessment, district assessments, exit tickets from teacher training (showing understanding of content), Professional development notes, and feedback slips (illustrating understanding or need for more training).

G2. Improve the alignment between assessment and instruction and the use of assessment data through common planning, collaboration, and full implementation of standards monthly and as needed 1a

G045581

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	83.0
AMO Reading - All Students	80.0
FCAT 2.0 Science Proficiency	70.0
FSA - Mathematics - Proficiency Rate	83.0
FSA - English Language Arts - Proficiency Rate	80.0
Math Lowest 25% Gains	86.0
ELA/Reading Lowest 25% Gains	62.0
FAA Mathematics Proficiency	38.0
FAA Reading Proficiency	42.0

Resources Available to Support the Goal 2

- Instructional Reading Coach
- Achieve 3000: Supports Tier I and Tier II intervention in Language Arts based on Lexile Level-Set assessment for whole group, small group instruction, and center rotations.
- Explorer Learning Gizmo's: Interactive virtual lab for whole group or small group instruction or centers.
- Curriculum Associate i-Ready Math: Provides diagnostic skill level evaluation aligned with the Common Core Standards. Provides specialized online intervention curriculum for K-5 students.
- Curriculum Associate I-ready Math Ready Common Core Workbooks: Supports Tier II intervention in mathematics based on diagnostic assessment for small group instruction and center rotations.
- Xtramath: Computer based Fact automaticity program for center rotations and home learning.
- Math Investigations Student Activity Books: Support for 60 minute core instruction.
- Write to Learn: Supporting 5th grade writing
- Trial Teaching Strategies based on DAR data
- Barton Reading and Spelling System

Targeted Barriers to Achieving the Goal 3

- Timely access to review student assessment results and to plan effective differentiated instruction lessons.
- Teacher engagement in collaborative planning and scheduling for instruction

Plan to Monitor Progress Toward G2. 8

Data from student test scores including PLC common assessments, District CGAs, i-ready, Achieve 3000, Write to Learn, DAR, and Student work samples, as well as, teacher observation data including formal and informal CAST observations, walk-throughs and coaching cycle notes.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

Teacher reflection activities, teacher data notebooks, video submissions, model lesson of key strategies, walk-through observations, PLC meeting agendas and notes evidence of the four pillars and implementation of strategies from WOW days and training videos. Lesson plans should reflect evidence of rigorous instructional strategies and next steps.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the frequency in which teachers employ effective instructional delivery strategies, weekly, through professional development, common planning and coaching. **1**

 G045580

G1.B1 Implementation of new Florida State standards, new state assessments, and new district curriculum with fidelity. **2**

 B112543

G1.B1.S1 Teachers will receive training and support on aligning lessons with the Florida Standards and the revised district curriculum, as well as setting rigorous expectations and goals for learning. **4**

 S123958

Strategy Rationale

Teacher understanding of Item Specifications and Florida State Standards will improve efficacy of lesson planning and instructional delivery.

Action Step 1 **5**

Lesson plans will be reviewed to ensure they are aligned with a course standard or benchmark and to the district curriculum guide.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

Walk-throughs will be conducted on a regular basis to observe evidence of the four pillars, implementation of lesson plans that show evidence of rigorous instructional strategies: Close reading, seminars, teacher reflections, delivery of instruction using the Gradual Release Model, student work, work samples aligned with Florida State Assessment, and common planning minutes that indicate discussion of content and alignment with lesson plans.

Action Step 2 5

Teachers will receive training on new curriculum changes and reviews of the Gradual Release of Responsibility Model, including related learning goals and essential questions.

Person Responsible

Yvonne Spinner

Schedule

On 8/14/2014

Evidence of Completion

Walk-throughs will be conducted on a regular basis to observe evidence of the four pillars, implementation of lesson plans that show evidence of rigorous instructional strategies, Close reading, seminars, teacher reflections, student work, delivery of instruction using the Gradual Release Model, student work, work samples aligned with Florida State Assessment, and common planning minutes that indicate discussion of content and alignment with lesson plans.

Action Step 3 5

Teachers will receive coaching support during common planning time to evaluate curriculum/ standards and align instruction and assessments.

Person Responsible

Theresa Lanni

Schedule

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

Evidence of Completion

Common planning minutes and agendas will be collected and will show teacher discussion of content and alignment in lesson plans. Walk throughs will be conducted to evaluate implementation and effectiveness and plan for next steps. Classroom observations will show evidence of the four pillars and alignment of instruction with the Florida State Assessment.

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

The coaching cycle, professional development opportunities, and administrative feedback will provide support for instructing teachers on new curriculum.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

Walk-throughs will be conducted on a regular basis to observe evidence of the four pillars, lesson plans that indicated evidence of rigorous instructional strategies for Close Reading, seminars, teacher reflections, CAST observations, Coaching Cycle reports (Coaches and teacher next steps), and student work and engagement in the lesson using the Gradual Release Models, student work, and work samples aligned with the Florida State Assessment.

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

Teacher lesson plans will be evaluated for implementation and alignment of Florida State Standards or district curriculum. Student data will reviewed for growth and success towards standards during each quarterly Curriculum Guide assessment period. Student data from technology based support programs (i-Ready, Achieve 3000, Write to Learn) will be reviewed biweekly.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

Teacher lesson plan books, student test scores (classroom assessments, District CGAs, i-Ready, Achieve 3000, and DAR), Classroom walk-throughs, student journals, portfolios, and teacher data notebooks.

G1.B1.S2 Provide teachers with professional development and training on recognizing the text complexity of texts and exposing students to more complex texts, as well as, engaging students in cognitively complex tasks including hypothesis generation and testing. 4

 S123959

Strategy Rationale

High levels of student engagement coupled with exposure to rigorous texts and application of knowledge through students discussion and writing across the curriculum will raise students to the cognitive level needed for the new State Assessments.

Action Step 1 5

Teachers will participate in a professional book study on Close Reading to understand the careful, sustained interpretation of a passage of a text and to determine the proper level of text complexity for their students.

Person Responsible

Theresa Lanni

Schedule

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

Evidence of Completion

Classroom Walk-through, student conversations, Student journals and portfolios, Lesson Plans

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

The coaching cycle, professional development opportunities, and administrative feedback will provide support for using complex texts and Close Reading.

Person Responsible

Theresa Lanni

Schedule

Monthly, from 10/6/2014 to 2/2/2015

Evidence of Completion

Classroom walkthroughs, student conversations, evidence of Close reading lessons, coaching cycle reports.

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

Student journals, writing samples, and Close reading notes in concert with CGA and classroom assessment data will be used to determine effective implementation of Close reading and the use of complex texts.

Person Responsible

Linda Graham

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Teacher lesson plan books, student journals, writing samples, classroom walk-throughs, and coaching cycle notes.

G1.B1.S3 Increase the use of higher order questioning through complex text and other high yield strategies in order to allow students to master the Florida State Standards in Literacy. 4

 S124783

Strategy Rationale

Students will build a deeper understanding and ability to think at high cognitive levels.

Action Step 1 5

Teachers will collaborate and share high yield instructional strategies and develop higher order questions during PLC meetings. Teachers are expected to serve as diagnostic/prescriptive educators who share their knowledge during Professional Learning Community planning.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

Walk-throughs will be conducted to observe evidence of the four pillars, high yield instructional strategies and HOT questions. Lesson plans should indicate evidence of rigorous high yield instructional strategies: Close Reading, seminars, teacher reflections, CAST observations, Coaching Cycle reports, next steps in using high yield strategies, PLC meeting agendas/notes, and incorporation of strategies when planning assessments and activities aligned with the Florida State Assessment.

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

Lesson plans will be evaluated for implementation of higher order questions and high yield instructional strategies (aligned to Florida State Standards and district curriculum). Student data will be reviewed for growth and success towards standards during each quarterly Curriculum Guide assessment period. Student data from technology based support programs (i-ready, Achieve 3000, Write to Learn) will also be reviewed biweekly.

Person Responsible

Linda Graham

Schedule

On 6/5/2015

Evidence of Completion

Teacher lesson plan books (Evidence of rigorous high yield instructional strategies: Close reading, Seminars, teacher reflections), student test scores (classroom assessments, District CGA's, i-ready, Achieve 3000, and DAR), Classroom Walk-through observations (Visits show evidence of the four pillars and high yield instructional strategy and HOT questions), student journals and portfolios (Showing activities and assessments aligned with the FSA designed around high yield strategies).

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

Teacher's presentation/delivery of the lesson will be evaluated for implementation of higher order questions and high yield instructional strategies (aligned to Florida State Standards and district curriculum). Student data will reviewed for growth and success towards standards during each quarterly Curriculum Guide assessment period. Student data from technology based support programs (i-ready, Achieve 3000, Write to Learn) will also be reviewed biweekly.

Person Responsible

Linda Graham

Schedule

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


Evidence of Completion

Teacher lesson plan books (Evidence of rigorous high yield instructional strategies: Close reading, Seminars, teacher reflections), student test scores (classroom assessments, District CGA's, i-ready, Achieve 3000, and DAR), Classroom Walk-through observations (Visits show evidence of the four pillars and high yield instructional strategy and HOT questions), student journals and portfolios (Showing activities and assessments aligned with the FSA designed around high yield strategies).

G1.B2 Release time for teacher collaboration 2

 B112544

G1.B2.S1 Restructure the school master schedule to provide each grade level time off during the resource period for voluntary collaboration 4

 S123960

Strategy Rationale

Action Step 1 5

Plan master schedule to afford similar planning time to each grade level for voluntary collaboration.

Person Responsible

Linda Graham

Schedule

On 9/30/2014

Evidence of Completion

School Master Schedule

Action Step 2 5

Master Scheduling

Person Responsible

Linda Graham

Schedule

Quarterly, from 8/4/2014 to 4/20/2015

Evidence of Completion

Each teacher will create and post a schedule/plan that outlines daily instruction, which is aligned with the school/district approved master schedule.

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

School Master Schedule will reviewed to ensure each grade level has the same resource time.

Person Responsible

Linda Graham

Schedule

Biweekly, from 9/1/2014 to 9/30/2014

Evidence of Completion

School Master Schedule

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

Grade level data including common planning agendas, common lesson plans and reading coach logs illustrating teacher utilization of available time.

Person Responsible

Linda Graham


Schedule

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

Evidence of Completion

Common planning agendas, grade level common assignments, lesson plans, coaches logs and notes.

G1.B2.S2 Provide release time, during the school day for team collaboration with Professional Learning Communities (TDE assignments). **4**

 S123961

Strategy Rationale

Action Step 1 **5**

Schedule grade/team level release time for teacher collaboration and planning (TDE).

Person Responsible

Linda Graham

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Collaboration agendas, common assessments, lesson plans, evidence of rigorous instructional strategies: Close reading, seminars, teacher reflections, use of common elements, coaches notes and next steps for instruction.

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

Reading coach will facilitate common planning agenda for release time to ensure teacher focus and efficacy.

Person Responsible

Theresa Lanni

Schedule

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

Evidence of Completion

Coaches notes (Coaches and teacher next steps), teacher feedback, administrative walk-through (Visits show evidence of the four pillars and teachers using similar strategies and activities that were developed in planning).

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

Teacher plans and assessments are substantial and reflect high quality collaboration. Student data and student work reveal carefully and strategically planned instruction.

Person Responsible

Linda Graham


Schedule

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

Evidence of Completion

Teacher survey, student work/portfolios (work samples aligned with FSA and developed from the teams collaboration), coaches log, classroom walk-through (Visits show evidence of the four pillars and common strategies and activities developed during planning).

G2. Improve the alignment between assessment and instruction and the use of assessment data through common planning, collaboration, and full implementation of standards monthly and as needed 1

 G045581

G2.B1 Timely access to review student assessment results and to plan effective differentiated instruction lessons. 2

 B112546

G2.B1.S1 The use of technology software programs to evaluate and disaggregate student data. 4

 S123965

Strategy Rationale

To analyze student data and determine next steps for instruction.

Action Step 1 5

Provide teacher training during early dismissal on various assessment tools and diagnostics that are used to track student performance.

Person Responsible

Yvonne Spinner

Schedule

Quarterly, from 8/14/2014 to 5/29/2015

Evidence of Completion

Teacher feedback forms and exit tickets from teacher training that indicate an understanding of content, Teacher data notebooks with evidence of printouts and disaggregation of data using Performance Matters, i-Ready, and Achieve 3000, Student grouping data using charts or tables sorting students based on scores of data from the various programs.

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

Resources, including technology access, power-point notes, agendas, and teacher's guides will be provided for early dismissal training to ensure fidelity of implementation. All materials will be reviewed by the Literacy Leadership Team (LLT) prior to training.

Person Responsible

Linda Graham

Schedule

Quarterly, from 9/10/2014 to 5/6/2015

Evidence of Completion

Teacher feedback/exit forms that indicates an understanding of content, training agendas, teacher data notebooks that show printouts and disaggregation of data using Performance Matters, i-Ready, and Achieve 3000. Lesson plan books should indicate evidence of differentiation in plans based on data, student groupings, center rotations, RTI lessons, and teacher reflections.

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

Student performance on various district/state assessments

Person Responsible

Linda Graham

Schedule

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


Evidence of Completion

Lesson Plans indicate evidence of rigorous instructional strategies: Close Reading, seminars, teacher reflections and gradually increasing rigor to show improved student performance Student journals using the Gradual Release Model for instruction Progress reports/Report cards that show student growth and performance Student Portfolios showing rigorous work samples that are aligned with the Florida State Assessment and student growth toward standards. Student-teacher conferences that indicate a review of data, which leads to differentiated instruction Teacher data notebooks that show classroom assessments, District CGAs, i-ready, Achieve 3000, and DAR, etc.

G2.B5 Teacher engagement in collaborative planning and scheduling for instruction **2**

 B113050

G2.B5.S1 Identify and utilize technology programs to evaluate and disaggregate student data including the use of Performance Matters, Achieve 3000, i-Ready, Write to Learn, and Xtramath. **4**

 S124522

Strategy Rationale

Effective use of technology programs allows teachers to easily access student data to maximize common planning time.

Action Step 1 **5**

Provide support and training for technology based programs including i-Ready, Gizmos, Achieve 3000, FCAT Explorer, Performance Matters, Write to Learn, and Xtramath to provide targeted instruction and systematic interventions.

Person Responsible

Yvonne Spinner

Schedule

Quarterly, from 8/14/2014 to 6/5/2015

Evidence of Completion

Pre-Planning agendas Teacher Feedback/Exit tickets that indicate an understanding of content Classroom observations that show evidence of the four pillars and teacher and student usage of technology programs Lesson Plans should indicate evidence of incorporation in instructional technology programs on a regular basis).

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

The coaching cycle, additional professional development opportunities, and administrative feedback will provide support and monitor use of technology based instructional programs.

Person Responsible

Linda Graham

Schedule

Monthly, from 9/22/2014 to 5/1/2015

Evidence of Completion

Walk-throughs will be conducted to observe evidence of the four pillars and teacher and student usage of technology programs. Lesson Plans show indicate evidence of incorporation in instructional technology programs on a regular basis. Other evidence include: CAST observations, Coaching Cycle reports (coach and teacher collaboration on usage and incorporation of programs and use of data), Teacher Data Notebooks (showing chart or graphs of disaggregated student data), Center rotation schedules (students grouped by data reports).

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

Teacher lesson plans and data notebooks will be evaluated for use of student data technology programs to improve instruction and individualize Tier II and Tier III interventions for students based on results.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

Teacher Lesson Plans should indicate evidence of incorporation in instructional technology programs on a regular basis and use of data to differentiate and determine additional support. Other evidence include: Teacher Data Notebooks that show charts or graphs of disaggregated student data, students grouped or tiered (based on needs), center rotation schedules (students grouped by data reports) and RTI logs (showing students receiving intervention based on data reports)

G2.B5.S2 Use data to evaluate the effectiveness of Tier I instruction and plan targeted interventions for students needing Tier II and Tier III instructional support through the problem solving process. 4

 S124523

Strategy Rationale

Disaggregating student data permits the determination of next steps for instruction and assessment for individual students.

Action Step 1 5

Disaggregate assessment data to align instruction based on individual student needs and plan for differentiation, centers, rigorous and engaging lessons.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

Common Planning agenda and notes Student journals and portfolios Teacher Data Notebook Teacher-made tests Progress Reports and report cards Lesson Plans Center rotation schedules Classroom Observations

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

Review of PLC notes, teacher lesson plans will be used to monitor the use of data to plan and align instruction and provided targeted interventions. The coaching cycle and administrative feedback will provide additional support.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

PLC notes and agendas, walk-through observations, lesson plans, CAST Observations, Coaching Cycle reports

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

Teacher lesson plans, data notebooks, and RTI logs will be evaluated for implementation and use of student data to modify instruction and created targeted intervention plans. Student data from technology based support programs (i-ready, Achieve 3000, Write to Learn) will also be reviewed biweekly.

Person Responsible

Linda Graham

Schedule

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

Evidence of Completion

Teacher lesson plan books, student test scores (classroom assessments, District CGA's, i-ready, Achieve 3000, and DAR), Classroom walk-throughs, RTI logs, student journals and portfolios, and teacher data notebooks.

G2.B5.S3 Use self-assessment, peer observation, coaching, and common planning to implement best practices for delivery of instruction and sharing student work. 4

S124524

Strategy Rationale

Teachers will share student work, instructional practices, teacher-generated assessments and instruction that are aligned with state standards.

Action Step 1 5

Teachers will collaborate using Lesson Studies and share best practices, complete peer observations and model classroom presentations during PLC meetings, WOW days, and Instructional Roundings. Teachers are expected to serve as diagnostic/prescriptive educators who share their knowledge during Professional Learning Community planning.

Person Responsible

Linda Graham

Schedule

Quarterly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Teacher reflection activities, video submissions, model lesson of key strategies, walk-through observations, PLC meeting agendas and notes evidence of the four pillars and implementation of strategies from WOW days and training videos. Lesson plans should reflect evidence of rigorous instructional strategies and next steps.

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

The coaching cycle, professional teacher reflections, and administrative feedback will be used to monitor and support teacher teams focus on strong professional development aligned to practice.

Person Responsible

Linda Graham

Schedule

Quarterly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Teacher reflection activities, video submissions, model lesson of key strategies, walk-through observations, PLC meeting agendas and notes evidence of the four pillars and implementation of strategies from WOW days and training videos. Lesson plans should reflect evidence of rigorous instructional strategies and next steps.

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

Teacher lesson plans will be evaluated for use of shared practices and implementation of common planning activities. Student data will reviewed and compared to evaluate teacher practices and refine instruction during the following WOW day.

Person Responsible

Linda Graham

Schedule

Quarterly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Teacher reflection activities, video submissions, model lesson of key strategies, walk-through observations, CAST observations, PLC meeting agendas and notes evidence of the four pillars and implementation of strategies from WOW days and training videos. Lesson plans should reflect evidence of rigorous instructional strategies and next steps.

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	Lesson plans will be reviewed to ensure they are aligned with a course standard or benchmark and to the district curriculum guide.	Graham, Linda	8/25/2014	Walk-throughs will be conducted on a regular basis to observe evidence of the four pillars, implementation of lesson plans that show evidence of rigorous instructional strategies: Close reading, seminars, teacher reflections, delivery of instruction using the Gradual Release Model, student work, work samples aligned with Florida State Assessment, and common planning minutes that indicate discussion of content and alignment with lesson plans.	6/5/2015 biweekly
G1.B1.S2.A1	Teachers will participate in a professional book study on Close Reading to understand the careful, sustained interpretation of a passage of a text and to determine the proper level of text complexity for their students.	Lanni, Theresa	9/29/2014	Classroom Walk-through, student conversations, Student journals and portfolios, Lesson Plans	2/2/2015 monthly
G1.B2.S1.A1	Plan master schedule to afford similar planning time to each grade level for voluntary collaboration.	Graham, Linda	8/1/2014	School Master Schedule	9/30/2014 one-time
G1.B2.S2.A1	Schedule grade/team level release time for teacher collaboration and planning (TDE).	Graham, Linda	9/29/2014	Collaboration agendas, common assessments, lesson plans, evidence of rigorous instructional strategies: Close reading, seminars, teacher reflections, use of common elements, coaches notes and next steps for instruction.	6/5/2015 monthly
G2.B1.S1.A1	Provide teacher training during early dismissal on various assessment tools and diagnostics that are used to track student performance.	Spinner, Yvonne	8/14/2014	Teacher feedback forms and exit tickets from teacher training that indicate an understanding of content, Teacher data notebooks with evidence of printouts and disaggregation of data using	5/29/2015 quarterly

Duval - 2391 - Sabal Palm Elementary School - 2014-15 SIP
Sabal Palm Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Performance Matters, i-Ready, and Achieve 3000, Student grouping data using charts or tables sorting students based on scores of data from the various programs.	
G2.B5.S1.A1	Provide support and training for technology based programs including i-Ready, Gizmos, Achieve 3000, FCAT Explorer, Performance Matters, Write to Learn, and Xtramath to provide targeted instruction and systematic interventions.	Spinner, Yvonne	8/14/2014	Pre-Planning agendas Teacher Feedback/Exit tickets that indicate an understanding of content Classroom observations that show evidence of the four pillars and teacher and student usage of technology programs Lesson Plans should indicate evidence of incorporation in instructional technology programs on a regular basis).	6/5/2015 quarterly
G2.B5.S2.A1	Disaggregate assessment data to align instruction based on individual student needs and plan for differentiation, centers, rigorous and engaging lessons.	Graham, Linda	9/15/2014	Common Planning agenda and notes Student journals and portfolios Teacher Data Notebook Teacher-made tests Progress Reports and report cards Lesson Plans Center rotation schedules Classroom Observations	6/5/2015 weekly
G2.B5.S3.A1	Teachers will collaborate using Lesson Studies and share best practices, complete peer observations and model classroom presentations during PLC meetings, WOW days, and Instructional Roundings. Teachers are expected to serve as diagnostic/prescriptive educators who share their knowledge during Professional Learning Community planning.	Graham, Linda	10/6/2014	Teacher reflection activities, video submissions, model lesson of key strategies, walk-through observations, PLC meeting agendas and notes evidence of the four pillars and implementation of strategies from WOW days and training videos. Lesson plans should reflect evidence of rigorous instructional strategies and next steps.	6/5/2015 quarterly
G1.B1.S3.A1	Teachers will collaborate and share high yield instructional strategies and develop higher order questions during PLC meetings. Teachers are expected to serve as diagnostic/prescriptive educators who share their knowledge during Professional Learning Community planning.	Graham, Linda	8/18/2014	Walk-throughs will be conducted to observe evidence of the four pillars, high yield instructional strategies and HOT questions. Lesson plans should indicate evidence of rigorous high yield instructional strategies: Close Reading, seminars, teacher reflections, CAST observations, Coaching Cycle reports, next steps in using high yield strategies, PLC meeting agendas/notes, and incorporation of strategies when planning assessments and activities aligned with the Florida State Assessment.	6/5/2015 biweekly
G1.B1.S1.A2	Teachers will receive training on new curriculum changes and reviews of the Gradual Release of Responsibility Model, including related learning goals and essential questions.	Spinner, Yvonne	8/14/2014	Walk-throughs will be conducted on a regular basis to observe evidence of the four pillars, implementation of lesson plans that show evidence of rigorous instructional strategies, Close reading, seminars, teacher reflections, student work, delivery of instruction using the Gradual Release Model, student work, work samples aligned with Florida State Assessment, and common planning minutes that indicate discussion of content and alignment with lesson plans.	8/14/2014 one-time
G1.B2.S1.A2	Master Scheduling	Graham, Linda	8/4/2014	Each teacher will create and post a schedule/plan that outlines daily instruction, which is aligned with the school/district approved master schedule.	4/20/2015 quarterly
G1.B1.S1.A3	Teachers will receive coaching support during common planning time to	Lanni, Theresa	9/1/2014	Common planning minutes and agendas will be collected and will show teacher discussion of content and	6/5/2015 weekly

Duval - 2391 - Sabal Palm Elementary School - 2014-15 SIP
Sabal Palm Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	evaluate curriculum/standards and align instruction and assessments.			alignment in lesson plans. Walk throughs will be conducted to evaluate implementation and effectiveness and plan for next steps. Classroom observations will show evidence of the four pillars and alignment of instruction with the Florida State Assessment.	
G1.MA1	Data from student test scores including PLC common assessments, District CGA's, i-ready, Achieve 3000, Write to Learn, DAR, and Student work samples, as well as, teacher observation data including formal and informal CAST observations, walk-throughs and coaching cycle notes.	Graham, Linda	9/22/2014	Lesson plans indicate evidence of rigorous instructional strategies for Close Reading, seminars, teacher reflections, CAST observations, Coaching Cycle reports (Coaches and teacher next steps), and student work and engagement in the lesson using the Gradual Release Models, student work, and work samples aligned with the Florida State Assessment.and teacher data notebooks.	6/5/2015 monthly
G1.MA2	Exit tickets, teacher feedback, common planning notes and training notes will be used to evaluate effectiveness of training modules.	Graham, Linda	9/22/2014	Teacher lesson plan books will provide evidence of rigorous instructional strategies: Close Reading, seminars, teacher reflections, coaching cycle notes, next steps, student journals, portfolios, work samples aligned with the Florida State Assessment, district assessments, exit tickets from teacher training (showing understanding of content), Professional development notes, and feedback slips (illustrating understanding or need for more training).	6/5/2015 quarterly
G1.B1.S1.MA1	Teacher lesson plans will be evaluated for implementation and alignment of Florida State Standards or district curriculum. Student data will reviewed for growth and success towards standards during each quarterly Curriculum Guide assessment period. Student data from technology based support programs (i-Ready, Achieve 3000, Write to Learn) will be reviewed biweekly.	Graham, Linda	9/22/2014	Teacher lesson plan books, student test scores (classroom assessments, District CGAs, i-Ready, Achieve 3000, and DAR), Classroom walk-throughs, student journals, portfolios, and teacher data notebooks.	6/5/2015 biweekly
G1.B1.S1.MA1	The coaching cycle, professional development opportunities, and administrative feedback will provide support for instructing teachers on new curriculum.	Graham, Linda	9/15/2014	Walk-throughs will be conducted on a regular basis to observe evidence of the four pillars, lesson plans that indicated evidence of rigorous instructional strategies for Close Reading, seminars, teacher reflections, CAST observations, Coaching Cycle reports (Coaches and teacher next steps), and student work and engagement in the lesson using the Gradual Release Models, student work, and work samples aligned with the Florida State Assessment.	6/5/2015 weekly
G1.B2.S1.MA1	Grade level data including common planning agendas, common lesson plans and reading coach logs illustrating teacher utilization of available time.	Graham, Linda	8/18/2014	Common planning agendas, grade level common assignments, lesson plans, coaches logs and notes.	6/5/2015 monthly
G1.B2.S1.MA1	School Master Schedule will reviewed to ensure each grade level has the same resource time.	Graham, Linda	9/1/2014	School Master Schedule	9/30/2014 biweekly
G1.B1.S2.MA1	Student journals, writing samples, and Close reading notes in concert with CGA and classroom assessment data will be used to determine effective	Graham, Linda	10/6/2014	Teacher lesson plan books, student journals, writing samples, classroom walk-throughs, and coaching cycle notes.	6/5/2015 monthly

Duval - 2391 - Sabal Palm Elementary School - 2014-15 SIP
Sabal Palm Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implementation of Close reading and the use of complex texts.				
G1.B1.S2.MA1	The coaching cycle, professional development opportunities, and administrative feedback will provide support for using complex texts and Close Reading.	Lanni, Theresa	10/6/2014	Classroom walkthroughs, student conversations, evidence of Close reading lessons, coaching cycle reports.	2/2/2015 monthly
G1.B2.S2.MA1	Teacher plans and assessments are substantial and reflect high quality collaboration. Student data and student work reveal carefully and strategically planned instruction.	Graham, Linda	9/2/2014	Teacher survey, student work/portfolios (work samples aligned with FSA and developed from the teams collaboration), coaches log, classroom walk-through (Visits show evidence of the four pillars and common strategies and activities developed during planning).	6/5/2015 weekly
G1.B2.S2.MA1	Reading coach will facilitate common planning agenda for release time to ensure teacher focus and efficacy.	Lanni, Theresa	9/15/2014	Coaches notes (Coaches and teacher next steps), teacher feedback, administrative walk-through (Visits show evidence of the four pillars and teachers using similar strategies and activities that were developed in planning).	6/5/2015 weekly
G1.B1.S3.MA1	Teacher's presentation/delivery of the lesson will be evaluated for implementation of higher order questions and high yield instructional strategies (aligned to Florida State Standards and district curriculum). Student data will reviewed for growth and success towards standards during each quarterly Curriculum Guide assessment period. Student data from technology based support programs (i-ready, Achieve 3000, Write to Learn) will also be reviewed biweekly.	Graham, Linda	9/22/2014	Teacher lesson plan books (Evidence of rigorous high yield instructional strategies: Close reading, Seminars, teacher reflections), student test scores (classroom assessments, District CGA's, i-ready, Achieve 3000, and DAR), Classroom Walk-through observations (Visits show evidence of the four pillars and high yield instructional strategy and HOT questions), student journals and portfolios (Showing activities and assessments aligned with the FSA designed around high yield strategies).	6/5/2015 monthly
G1.B1.S3.MA1	Lesson plans will be evaluated for implementation of higher order questions and high yield instructional strategies (aligned to Florida State Standards and district curriculum). Student data will be reviewed for growth and success towards standards during each quarterly Curriculum Guide assessment period. Student data from technology based support programs (i-ready, Achieve 3000, Write to Learn) will also be reviewed biweekly.	Graham, Linda	9/22/2014	Teacher lesson plan books (Evidence of rigorous high yield instructional strategies: Close reading, Seminars, teacher reflections), student test scores (classroom assessments, District CGA's, i-ready, Achieve 3000, and DAR), Classroom Walk-through observations (Visits show evidence of the four pillars and high yield instructional strategy and HOT questions), student journals and portfolios (Showing activities and assessments aligned with the FSA designed around high yield strategies).	6/5/2015 one-time
G2.MA1	Data from student test scores including PLC common assessments, District CGAs, i-ready, Achieve 3000, Write to Learn, DAR, and Student work samples, as well as, teacher observation data including formal and informal CAST observations, walk-throughs and coaching cycle notes.	Graham, Linda	9/22/2014	Teacher reflection activities, teacher data notebooks, video submissions, model lesson of key strategies, walk-through observations, PLC meeting agendas and notes evidence of the four pillars and implementation of strategies from WOW days and training videos. Lesson plans should reflect evidence of rigorous instructional strategies and next steps.	6/5/2015 monthly
G2.B1.S1.MA1	Student performance on various district/ state assessments	Graham, Linda	9/15/2014	Lesson Plans indicate evidence of rigorous instructional strategies: Close Reading, seminars, teacher reflections and gradually increasing rigor to show improved student performance Student journals using the Gradual Release	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Model for instruction Progress reports/ Report cards that show student growth and performance Student Portfolios showing rigorous work samples that are aligned with the Florida State Assessment and student growth toward standards. Student-teacher conferences that indicate a review of data, which leads to differentiated instruction Teacher data notebooks that show classroom assessments, District CGAs, i-ready, Achieve 3000, and DAR, etc.	
G2.B1.S1.MA1	Resources, including technology access, power-point notes, agendas, and teacher's guides will be provided for early dismissal training to ensure fidelity of implementation. All materials will be reviewed by the Literacy Leadership Team (LLT) prior to training.	Graham, Linda	9/10/2014	Teacher feedback/exit forms that indicates an understanding of content, training agendas, teacher data notebooks that show printouts and disaggregation of data using Performance Matters, i-Ready, and Achieve 3000. Lesson plan books should indicate evidence of differentiation in plans based on data, student groupings, center rotations, RTI lessons, and teacher reflections.	5/6/2015 quarterly
G2.B5.S1.MA1	Teacher lesson plans and data notebooks will be evaluated for use of student data technology programs to improve instruction and individualize Tier II and Tier III inventions for students based on results.	Graham, Linda	9/22/2014	Teacher Lesson Plans should indicate evidence of incorporation in instructional technology programs on a regular basis and use of data to differentiate and determine additional support. Other evidence include: Teacher Data Notebooks that show charts or graphs of disaggregated student data, students grouped or tiered (based on needs), center rotation schedules (students grouped by data reports) and RTI logs (showing students receiving intervention based on data reports)	6/5/2015 monthly
G2.B5.S1.MA1	The coaching cycle, additional professional development opportunities, and administrative feedback will provide support and monitor use of technology based instructional programs.	Graham, Linda	9/22/2014	Walk-throughs will be conducted to observe evidence of the four pillars and teacher and student usage of technology programs. Lesson Plans show indicate evidence of incorporation in instructional technology programs on a regular basis. Other evidence include: CAST observations, Coaching Cycle reports (coach and teacher collaboration on usage and incorporation of programs and use of data), Teacher Data Notebooks (showing chart or graphs of disaggregated student data), Center rotation schedules (students grouped by data reports).	5/1/2015 monthly
G2.B5.S2.MA1	Teacher lesson plans, data notebooks, and RTI logs will be evaluated for implementation and use of student data to modify instruction and created targeted intervention plans. Student data from technology based support programs (i-ready, Achieve 3000, Write to Learn) will also be reviewed biweekly.	Graham, Linda	9/22/2014	Teacher lesson plan books, student test scores (classroom assessments, District CGA's, i-ready, Achieve 3000, and DAR), Classroom walk-throughs, RTI logs, student journals and portfolios, and teacher data notebooks.	6/5/2015 monthly
G2.B5.S2.MA1	Review of PLC notes, teacher lesson plans will be used to monitor the use of data to plan and align instruction and provided targeted interventions. The	Graham, Linda	9/22/2014	PLC notes and agendas, walk-through observations, lesson plans, CAST Observations, Coaching Cycle reports	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	coaching cycle and administrative feedback will provide additional support.				
G2.B5.S3.MA1	Teacher lesson plans will be evaluated for use of shared practices and implementation of common planning activities. Student data will reviewed and compared to evaluate teacher practices and refine instruction during the following WOW day.	Graham, Linda	10/6/2014	Teacher reflection activities, video submissions, model lesson of key strategies, walk-through observations, CAST observations, PLC meeting agendas and notes evidence of the four pillars and implementation of strategies from WOW days and training videos. Lesson plans should reflect evidence of rigorous instructional strategies and next steps.	6/5/2015 quarterly
G2.B5.S3.MA1	The coaching cycle, professional teacher reflections, and administrative feedback will be used to monitor and support teacher teams focus on strong professional development aligned to practice.	Graham, Linda	10/6/2014	Teacher reflection activities, video submissions, model lesson of key strategies, walk-through observations, PLC meeting agendas and notes evidence of the four pillars and implementation of strategies from WOW days and training videos. Lesson plans should reflect evidence of rigorous instructional strategies and next steps.	6/5/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase the frequency in which teachers employ effective instructional delivery strategies, weekly, through professional development, common planning and coaching.

G1.B1 Implementation of new Florida State standards, new state assessments, and new district curriculum with fidelity.

G1.B1.S1 Teachers will receive training and support on aligning lessons with the Florida Standards and the revised district curriculum, as well as setting rigorous expectations and goals for learning.

PD Opportunity 1

Lesson plans will be reviewed to ensure they are aligned with a course standard or benchmark and to the district curriculum guide.

Facilitator

Principal- Linda Graham

Participants

K-5 classroom teachers

Schedule

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

PD Opportunity 2

Teachers will receive training on new curriculum changes and reviews of the Gradual Release of Responsibility Model, including related learning goals and essential questions.

Facilitator

Yvonne Spinner, AP Theresa Lanni, Reading Coach

Participants

K-5 classroom teachers

Schedule

On 8/14/2014

G1.B1.S2 Provide teachers with professional development and training on recognizing the text complexity of texts and exposing students to more complex texts, as well as, engaging students in cognitively complex tasks including hypothesis generation and testing.

PD Opportunity 1

Teachers will participate in a professional book study on Close Reading to understand the careful, sustained interpretation of a passage of a text and to determine the proper level of text complexity for their students.

Facilitator

Theresa Lanni, Reading Coach

Participants

2-5 ELA classroom teachers

Schedule

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

G1.B2 Release time for teacher collaboration

G1.B2.S1 Restructure the school master schedule to provide each grade level time off during the resource period for voluntary collaboration

PD Opportunity 1

Plan master schedule to afford similar planning time to each grade level for voluntary collaboration.

Facilitator

Linda Graham

Participants

Classroom and Resource teachers Assistant Principals

Schedule

On 9/30/2014

G2. Improve the alignment between assessment and instruction and the use of assessment data through common planning, collaboration, and full implementation of standards monthly and as needed

G2.B1 Timely access to review student assessment results and to plan effective differentiated instruction lessons.

G2.B1.S1 The use of technology software programs to evaluate and disaggregate student data.

PD Opportunity 1

Provide teacher training during early dismissal on various assessment tools and diagnostics that are used to track student performance.

Facilitator

Assistant Principal District Specialist Teacher leads Instructional coach

Participants

Classroom teachers

Schedule

Quarterly, from 8/14/2014 to 5/29/2015

G2.B5 Teacher engagement in collaborative planning and scheduling for instruction

G2.B5.S1 Identify and utilize technology programs to evaluate and disaggregate student data including the use of Performance Matters, Achieve 3000, i-Ready, Write to Learn, and Xtramath.

PD Opportunity 1

Provide support and training for technology based programs including i-Ready, Gizmos, Achieve 3000, FCAT Explorer, Performance Matters, Write to Learn, and Xtramath to provide targeted instruction and systematic interventions.

Facilitator

Yvonne Spinner, AP Theresa Lanni, Reading Coach

Participants

K-5 classroom teachers

Schedule

Quarterly, from 8/14/2014 to 6/5/2015

G2.B5.S3 Use self-assessment, peer observation, coaching, and common planning to implement best practices for delivery of instruction and sharing student work.

PD Opportunity 1

Teachers will collaborate using Lesson Studies and share best practices, complete peer observations and model classroom presentations during PLC meetings, WOW days, and Instructional Roundings. Teachers are expected to serve as diagnostic/prescriptive educators who share their knowledge during Professional Learning Community planning.

Facilitator

Lead teachers

Participants

All K-5 classroom teachers

Schedule

Quarterly, from 10/6/2014 to 6/5/2015

Technical Assistance Items

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

G1. Increase the frequency in which teachers employ effective instructional delivery strategies, weekly, through professional development, common planning and coaching.

G1.B1 Implementation of new Florida State standards, new state assessments, and new district curriculum with fidelity.

G1.B1.S1 Teachers will receive training and support on aligning lessons with the Florida Standards and the revised district curriculum, as well as setting rigorous expectations and goals for learning.

PD Opportunity 1

Teachers will receive coaching support during common planning time to evaluate curriculum/standards and align instruction and assessments.

Facilitator

Theresa Lanni, Reading Coach

Participants

K-5 classroom teachers

Schedule

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

G1.B1.S3 Increase the use of higher order questioning through complex text and other high yield strategies in order to allow students to master the Florida State Standards in Literacy.

PD Opportunity 1

Teachers will collaborate and share high yield instructional strategies and develop higher order questions during PLC meetings. Teachers are expected to serve as diagnostic/prescriptive educators who share their knowledge during Professional Learning Community planning.

Facilitator

Grade Level Lead Teachers Content Lead Teachers

Participants

All K-5 Classroom teachers

Schedule

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

G2. Improve the alignment between assessment and instruction and the use of assessment data through common planning, collaboration, and full implementation of standards monthly and as needed

G2.B5 Teacher engagement in collaborative planning and scheduling for instruction

G2.B5.S2 Use data to evaluate the effectiveness of Tier I instruction and plan targeted interventions for students needing Tier II and Tier III instructional support through the problem solving process.

PD Opportunity 1

Disaggregate assessment data to align instruction based on individual student needs and plan for differentiation, centers, rigorous and engaging lessons.

Facilitator

Grade level lead teachers Content lead teachers

Participants

All Professional Learning Communities

Schedule

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

Budget Rollup

Summary

Description	Total
Goal 1: Increase the frequency in which teachers employ effective instructional delivery strategies, weekly, through professional development, common planning and coaching.	975
Grand Total	975

Goal 1: Increase the frequency in which teachers employ effective instructional delivery strategies, weekly, through professional development, common planning and coaching.

Description	Source	Total
B1.S2.A1 - Falling in Love with Close Reading books	General Fund	975
Total Goal 1		975