

# Greenland Pines Elementary School



2014-15 School Improvement Plan

## Greenland Pines Elementary School

5050 GREENLAND RD, Jacksonville, FL 32258

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

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

27%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

38%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Greenland Pines is committed to preparing all students to achieve success in academics, character, and leadership in a safe and caring environment. We recognize each child as an individual with particular academic needs and learning styles. Each child will be encouraged to succeed in making adequate learning gains and demonstrating progress towards achieving his/her scholastic growth. Safety nets are provided to ensure success.

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

Greenland Pines Elementary is committed to preparing all students to achieve success in academics, character, and leadership in a safe and caring environment.

#### School Environment

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

At Greenland Pines, we have a very diverse student population and active parent population. Because of this, there are many activities planned throughout the school year for faculty and staff to get to know our stakeholders. These activities include but aren't limited to our: Fall Festival, Vocabulary Parade, Reading Festival, Math and Science Festival, Orientation, Flag Raising Ceremony, Open House, Red Ribbon Week, Graduations, Assemblies, teacher appreciation activities and volunteer appreciation. Through these activities, we have built relationships while learning more about their cultures through parent and community involvement.

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

Safety and respect are priorities at Greenland Pines Elementary. Students feel safe and respected due to the policies and procedures in place. All students and teachers attend a Code of Conduct assembly where expectations are provided along with an in-depth review of the school wide discipline plan. Also, students attend guidance classes where they learn social skills and character development. A yearly review of the school safety plan and Foundations S.E.R.T. (School Emergency Resource Team) have been established. All doors are locked, visitors' only entrance into the school is through the front door where they are required to present identification and all volunteers must have submitted an application and background check. To ensure students and staff are familiar with emergency procedures, fire Drills, Code Red drills and evacuation drills are planned.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

All students and teachers attend a code of conduct assembly where there is an in-depth review of district and school expectations. Also, teachers and students receive and are trained on the school wide discipline plan.



**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**

All students attend guidance classes where they learn social skills and character development. This ensures that the social-emotional needs of all students are being addressed. We also have mentoring and counseling when more services are needed.

**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**

To target parent involvement, Greenland Pines will communicate PTA meetings, SAC meetings, and events using Parent Link, newsletters, and our school website. At the SAC meetings, parents are part of the mid-year School Improvement Plan Review and are kept up to date on the status of our school. During the mid-year review, the SAC committee are also kept involved with the school safety and discipline plans. Parents are invited and encouraged to participate in the following activities: Fall Festival, Vocabulary Parade, Reading Festival, Math and Science Festival, Orientation, Flag Raising Ceremonies, Open House, Red Ribbon Week, graduations, assemblies, teacher appreciation activities and classroom chaperones and volunteers.

**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 PTA has a business partner liaison who solicits business partners. The business partner plan is a tiered approach and depends on the level of services as well as contributions. Our PTA has been very active this year in securing mutually beneficial partnerships by face-to-face marketing to the Mandarin community. Greenland Pines has the following business partners:

- Platinum (\$500)
- Chick-Fil-A
- PDQ
- Gold (\$250)
- Marcellus Alliance Team
- Tropical Smoothie
- TCBY
- Eagle Pools, Inc.
- Amy Curts, Scentsy Consultant
- K Tiger Taekwondo
- Silver (\$100)
- Azure Pool Services, Inc.
- Standard (\$25)
- Swimming Safari
- RPM Automotive

## 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
Bacho Logsdon, Rodilyn	Principal
Bua, Sabrena	Assistant Principal
West, Avia	Assistant Principal
Blake, Faylene	Instructional Coach
O'Leary-Brown, Lynn	Teacher, ESE
Patton, Cynthia	Teacher, K-12
Ravula, Sruthika	Instructional Coach

#### Duties

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

Rodilyn Bacho-Logsdon-Principal: Is an instructional leader within the school and oversees School Operations; monitors instruction with walk throughs using the informal and formal components of the district's CAST system as well as the four pillar framework; serves as a member of the school's Shared Decision Making Team and the School Advisory Council

Sabrena Bua & Avia West-Assistant Principal(s): Is an instructional leader within the school and oversees School Operations; monitors instruction with walk throughs using the informal and formal components of the district's CAST system as well as the four pillar framework. Oversees discipline, testing coordination, instructional materials, custodians, paraprofessionals, office staff, transportation and communications.

Lynn O'Leary-Brown-Varying Exceptionality Resource Teacher: provides information about school wide and class wide behavior, curriculum and instruction; participates in data collection and collaborates with staff to implement interventions and strategies. Ms. O'Leary-Brown serves as the school LEA for the MTSS and SMART team.

Sruthika-Ravula- ESE Site Coach: Oversees the C.S.S and PreK D.D. departments ensuring appropriate social, emotional and academic growth. IEP compliance is also a focus for Ms. Ravula.

Cynthia Patton- Music Teacher: Ms. Patton assists in the successful implementation of our school choice theme, Music is Instrumental to Learning.

Faylene Blake- School Instructional Coach: Ms. Blake oversees all English/ Language Arts instruction at Greenland Pines. She provides professional development and runs professional learning communities that participate in demonstration classrooms, book studies, data analysis, in-depth unpacking of item specifications and Florida State Standards.

**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 based MTSS Team will meet monthly to review universal screening, diagnostic, and progress monitoring data. Based on this information, the team will identify the professional

development activities needed to create effective learning environments. Teachers of identified students will be supported by school-based MTSS team. The MTSS team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention implemented. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, MTSS/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings. There is also tutoring through SAI funds that allow all grades to tutor Tier 3 students after school. Once a child has completed Tier 3 interventions through the MTSS process and those interventions are deemed unsuccessful, students are then referred to MRT to additional support.

### **School Advisory Council (SAC)**

#### **Membership**

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

Name	Stakeholder Group
Olaf Anderson	Parent
Rodilyn Bacho-Logsdon	Principal
Stephanie Boswell	Teacher
Catherine Brown	Teacher
Elisha Carr	Parent
Amy Curts	Parent
Webster Davis	Parent
Rhonda Dougall	Teacher
James Dyess	Parent
Tammy Froese	Parent
Mary Grove	Teacher
Linda Hiorns	Teacher
Sharon Hlubek	Education Support Employee
Jean Hopper	Teacher
Aaron Lakatos	Parent
Brooke Linderman	Parent
Joy Martin	Teacher
Leanne McLane	Parent
Beth Oberlander	Parent
Karen Peterson	Teacher
Janine Santangelo	Parent
Holly Strobel	Parent
Alison Stockli	Parent
Lilly Waller	Parent
Kelli Wells	Parent
Patti Wright	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 SAC members reviewed the school improvement plan and offered suggestions for improvement; tutoring was suggested for struggling reading and math students. One parent set up a tutoring relationship with UNF for college students to assist Greenland Pines Students. Another parent noted our goal for science and donated materials and supplies to our science lab.

*Development of this school improvement plan*

The SAC committee will conduct an initial review of school targets and discuss goals in which the SAC can support in helping to accomplish these goals. At mid-year, the SAC will discuss the goals again to monitor the success rate for achieving the goals.

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

Greenland Pines received a small amount of funds that were focused on 4th grade tutoring.

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

Greenland Pines was given over \$8,000 towards school improvement funds. These funds have been allocated for K-5 tutoring needs.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

Greenland Pines is not in compliance with regards to the ethnic component of our SAC committee. Principal will recruit a more diverse ethnic makeup to ensure compliance.

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Blake, Faylene	Instructional Coach

**Duties**

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

One major initiative is demonstration classrooms to provide models for best practices in literacy instruction.

Another initiative is to increase project based learning to show relevancy of instruction towards Common Core standards. Use data from CGAs, observations, DARs, Achieve 3000, and i-Ready to inform our instruction and next steps.

**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**

All teachers have common planning time daily which allows for collaboration and building working relationships. Teachers participate in professional learning communities where they teach and observe each other to gain insight into other best practices. There are social events that take place outside of business hours that focus on building relationships which leads to positive working relationships.

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

To recruit and retain highly qualified staff, teachers, coaches and/or administrators will facilitate bi-weekly professional development trainings/book talks, partner new teachers with veteran staff and participate in Professional Learning Communities with grade levels to plan instruction, have demonstration lessons and analyze student work. For recruitment, Greenland Pines will recognize

interns and groom them for specific teaching positions and build relationships with local administrators to build a pool of highly qualified candidates.

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

The mentoring program at Greenland Pines matches new or struggling teachers with highly qualified veteran teachers in the same content area and/or grade level. New and/or struggling teachers are also supported by our academic coach with demonstrations, modeling and resources.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

The core instructional programs and materials are aligned to the Florida standards and is evident in the district curriculum guides, Florida Standards and school lesson plans. These are monitored through Pillar Walks and discussions, informal and formal observations.

#### **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***

Greenland Pines provides data chats and professional development opportunities for teachers to not only access their data but analyze and implement changes based on students' collective and individual needs. Math, Literacy and Science rotations are differentiated based on students' individual needs. Small groups are pulled to provide intervention time that focus on student deficiencies. Guided Reading groups are also pulled as a way to not only diagnose a struggling reader's needs but to push higher readers to the next level.

Computer based interventions and supplements are also a part of learning at Greenland Pines. Study Island, IXL, i-Ready, Achieve 3000, and Write to Learn are all supplements and computer based interventions that provide individualized instruction for each student. Because of this differentiated and adaptive technology, struggling students are able to work towards proficiency, proficient students are working towards advanced levels and advanced level students are provided enrichment. Teachers are able to receive item analysis and rate of progress data to track students. This information also helps teachers modify instruction based on collective and individual students' needs. Students who consistently struggle in one or more subject areas are monitored and brought before our Rtl committee. While in this committee, students move through the Tiers and receive individualized interventions and are closely monitored throughout the process. For students who receive Tier 3 interventions and are still aren't showing proficiency, they are referred to MRT.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

The Extended Day program facilitates homework completion and assistance while also providing computer based interventions in computer lab.

**Strategy Rationale**

Providing extended time for homework and technology interventions will have a positive impact on student achievement in all subject areas.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

Fieman, Kristine, fiemank@duvalschools.org

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

Data is loosely prescriptive for interventions based on recommendations by grade level.

**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**

Greenland Pines partners with local day cares in the Mandarin area to open doors for pre-K students to visit kindergarten classrooms and an elementary school. All kindergarten students and their parents participate in an extensive orientation prior to the start of their school year. On the first day of Kindergarten, students participate in a "scavenger hunt" type activity to become comfortable with the school. Parents of kindergarten students are invited to a "Boo Hoo" Breakfast on the first day of school to help them with their transition.

Fifth grade students attend a field trip at their future middle school to learn what will be expected as they transition into 6th grade.

**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 engagement activities of school community (faculty and staff) by cultivating a positive, pleasant school atmosphere (evidenced by positive interactions between all school stakeholders)
- G2.** To increase reading proficiency for third through fifth graders scoring levels 3-5 from 72% to 86% proficient.
- G3.** To increase math proficiency for third through fifth graders scoring levels 3-5 from 77% to 87% proficient.
- G4.** To increase writing proficiency for fourth grades scoring levels 3.5-6.0 from 51% to 68%

## 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 engagement activities of school community (faculty and staff) by cultivating a positive, pleasant school atmosphere (evidenced by positive interactions between all school stakeholders) **1a**

G051897

**Targets Supported** **1b**

Indicator	Annual Target
Teacher attendance rate	86.0

**Resources Available to Support the Goal** **2**

- Planned days within master calendar for culture building activities
- Invite culture building specialists to do professional development sessions with faculty and staff

**Targeted Barriers to Achieving the Goal** **3**

- Assuring majority of faculty and staff attendance

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

Attendance Records, Survey Results, Feedback Reports

**Person Responsible**

Avia West

**Schedule**

Monthly, from 11/5/2014 to 5/6/2015

**Evidence of Completion**

Attendance Records, Survey Results, Feedback Reports

**G2.** To increase reading proficiency for third through fifth graders scoring levels 3-5 from 72% to 86% proficient. 1a

G046050

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	86.0

**Resources Available to Support the Goal** 2

- District specialists support
- Rtl flow chart of accountability for interventions of Tier 2 and 3 students.
- Reading Coach
- MTSS team comprised of a representative from each grade level, V.E. resource and special education
- PLC time dedicated to intervention discussion.
- Small Group Instruction
- SAI Tutoring
- ELL & ESE Support

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent use of interventions for Tier 3 students
- Need for increased understanding of research based best practices in reading instruction and pedagogy to reach the needs of all students.

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

Classroom walk-throughs to look at lesson plans indicating research based strategies are being used. Monitoring will be done to see guided reading practices and/or planning for small group differentiation.

**Person Responsible**

Sabrena Bua

**Schedule**

On 5/29/2015

**Evidence of Completion**

Lesson plans

**G3.** To increase math proficiency for third through fifth graders scoring levels 3-5 from 77% to 87% proficient. 1a

G046051

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	87.0

**Resources Available to Support the Goal** 2

- Interactive math journals
- i-Ready Math
- Manipulatives
- Small Group Instruction
- SAI Tutoring
- ESE & ELL Support

**Targeted Barriers to Achieving the Goal** 3

- Maximize time for interventions and individualized feedback.

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

Classroom walk- throughs to look at lesson plans indicating small group instruction is being used. Monitoring will be done to see guided reading practices and/or planning for small group differentiation.

**Person Responsible**

**Schedule**

On 5/29/2015

**Evidence of Completion**

Lesson plans and anecdotal records that document small group instruction that shows differentiation.

**G4. To increase writing proficiency for fourth grades scoring levels 3.5-6.0 from 51% to 68%** 1a

G046052

**Targets Supported** 1b

Indicator	Annual Target
	68.0

**Resources Available to Support the Goal** 2

- Instructional Coach
- District Specialist
- Achieve 3000
- Small Group Instruction
- ESE & ELL Support
- Write to Learn
- SAI Tutoring
- Text Based Writing Training

**Targeted Barriers to Achieving the Goal** 3

- Inconsistencies in writing instruction.
- Lack of writing professional development.

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

Writing Benchmark Data Analysis

**Person Responsible**

Faylene Blake

**Schedule**

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

**Evidence of Completion**

Use of the writing benchmark data to drive small group and whole group instruction.

## 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 engagement activities of school community (faculty and staff) by cultivating a positive, pleasant school atmosphere (evidenced by positive interactions between all school stakeholders) **1**

 G051897

**G1.B1** Assuring majority of faculty and staff attendance **2**

 B130578

**G1.B1.S1** Motivate attendance through incentives ( ex. gifts from business partners, raffles, etc.) **4**

 S142623

#### Strategy Rationale

Motivated faculty and staff will yield a positive academic and social culture

#### Action Step 1 **5**

Culture building activities will be planned and supported through school and district resources to motivate and develop our faculty and staff's awareness of each other and generate positive change

#### Person Responsible

Rodilyn Bacho Logsdon

#### Schedule

Monthly, from 11/5/2014 to 5/6/2015

#### Evidence of Completion

Charts and Survey Results (i.e. TNTP data and informal documents)

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

Agenda Topic for Every Monthly Meeting

**Person Responsible**

**Schedule**

Monthly, from 11/5/2014 to 5/6/2015

**Evidence of Completion**

sign-ins and artifacts of activities

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

Faculty and Staff Engagement

**Person Responsible**

Rodilyn Bacho Logsdon

**Schedule**

Monthly, from 11/5/2014 to 5/6/2015

**Evidence of Completion**

Survey Results

**G2.** To increase reading proficiency for third through fifth graders scoring levels 3-5 from 72% to 86% proficient. 1

G046050

**G2.B1** Inconsistent use of interventions for Tier 3 students 2

B113912

**G2.B1.S1** Use a flowchart for accountability of step by step procedures for instructional intervention. 4

S125373

### Strategy Rationale

This will allow teachers to become familiar with the intervention process and struggling students will receive the assistance needed.

### Action Step 1 5

Monthly Rtl meetings and classroom interventions

#### Person Responsible

Sabrena Bua

#### Schedule

Monthly, from 9/25/2014 to 5/28/2015

#### Evidence of Completion

Meeting minutes, teacher data, formal assessments, and graphs that depict student rates of progress.

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

Teacher data

#### Person Responsible

Avia West

#### Schedule

Weekly, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

Student progress documented in a portfolio- Pre/Mid/Post data determined during Rtl meeting

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

Monthly Rtl Meetings

**Person Responsible**

Sabrena Bua


**Schedule**

Monthly, from 9/25/2014 to 5/29/2015

**Evidence of Completion**

Student progress

**G2.B2** Need for increased understanding of research based best practices in reading instruction and pedagogy to reach the needs of all students. 2

 B113913

**G2.B2.S1** Teachers evidence of differentiation during small group instruction based on strategies, skills and processing needs. 4

 S125374

**Strategy Rationale**

Differentiation is most evident during small group instruction and differentiation ensures all needs are met.

**Action Step 1** 5

Teachers will attend PLCs with school based literacy coach and district specialists

**Person Responsible**

Faylene Blake

**Schedule**

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

**Evidence of Completion**

Meeting minutes and documentation of plan for implementation



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

Data mining to develop strategies to support the needs of all students

**Person Responsible**

Sabrena Bua

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Data from i-Ready, performance matters, Achieve 3000, and CGAs will provide information on how to specifically meeting the needs of all students. We will be looking for Bottom 25% of students to see if there is a trend in this data.

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

Data chats and mining with teachers.

**Person Responsible**

Avia West

**Schedule**

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

***Evidence of Completion***

Informal and/or formal assessments (i-Ready, CGA, DAR, DRA, Achieve 3000, teacher assessments)-Conversations with teachers on how they are helping their Tier 3 students.

**G3.** To increase math proficiency for third through fifth graders scoring levels 3-5 from 77% to 87% proficient.

1

G046051

**G3.B1** Maximize time for interventions and individualized feedback. 2

B113914

**G3.B1.S1** Conversations with colleagues about strategic methods for efficient interventions. 4

S125375

### Strategy Rationale

These conversations will provide insight into best practices for all teachers.

### Action Step 1 5

Review of data to construct small group needs

#### Person Responsible

Sabrena Bua

#### Schedule

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

#### Evidence of Completion

Lesson plans and anecdotal records showing small group configurations

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

Pillar Focus Walks, Classroom observations (formal and informal)

#### Person Responsible

Avia West

#### Schedule

On 5/29/2015

#### Evidence of Completion

Small group instruction (using a rubric)-Anecdotal records that show Tier 3 students are being worked with regularly, PLC records documenting efficient interventions, Rtl documentation on specific interventions, Pillar conference documentation.

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

Data (i-Ready, Achieve 3000, CGA, DAR, DRA, teacher assessments)

**Person Responsible**

Sabrena Bua


**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Student data books and/or journals, teacher data notebooks, small group anecdotal notes that document Tier 3 student interventions.

**G4. To increase writing proficiency for fourth grades scoring levels 3.5-6.0 from 51% to 68%** 1

 G046052

**G4.B1 Inconsistencies in writing instruction.** 2

 B113915

**G4.B1.S1 Implementation of master schedule monitoring** 4

 S125376

**Strategy Rationale**

With writing built in to 4th grade master schedule, there is a designated time for writing instruction.

**Action Step 1** 5

Focus on district curriculum guides for writing instruction.

**Person Responsible**

Faylene Blake

**Schedule**

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

**Evidence of Completion**

PLC documentation

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

PLCs with Literacy Coach on Writing Best Practices

**Person Responsible**

Avia West

**Schedule**

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

***Evidence of Completion***

PLC logs and notes on writing coaching.

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

Pillar Conferences

**Person Responsible**

Avia West


**Schedule**

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


***Evidence of Completion***

Pillar documentation and conversations with specific teachers on writing instruction to determine strengths and next steps.

**G4.B2** Lack of writing professional development. 2

 B113916

**G4.B2.S1** Implementation Writing PLCs 4

 S125377

**Strategy Rationale**

During writing PLCs teachers are able to find ways to enhance their writing instruction while learning researched based best practices.

**Action Step 1** 5

PLCs

**Person Responsible**

Faylene Blake

**Schedule**

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

***Evidence of Completion***

Horizontal and vertical alignment

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

Demonstration of strategies studied during PLCs

**Person Responsible**

Faylene Blake

**Schedule**

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

***Evidence of Completion***

Instructional delivery in classrooms

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

Pillar Focus Walks

**Person Responsible**

Avia West

**Schedule**

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

**Evidence of Completion**

Pillar Documentation

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Monthly Rtl meetings and classroom interventions	Bua, Sabrena	9/25/2014	Meeting minutes, teacher data, formal assessments, and graphs that depict student rates of progress.	5/28/2015 monthly
G2.B2.S1.A1	Teachers will attend PLCs with school based literacy coach and district specialists	Blake, Faylene	9/1/2014	Meeting minutes and documentation of plan for implementation	5/29/2015 biweekly
G3.B1.S1.A1	Review of data to construct small group needs	Bua, Sabrena	9/1/2014	Lesson plans and anecdotal records showing small group configurations	5/29/2015 weekly
G4.B1.S1.A1	Focus on district curriculum guides for writing instruction.	Blake, Faylene	8/18/2014	PLC documentation	6/5/2015 monthly
G4.B2.S1.A1	PLCs	Blake, Faylene	9/1/2014	Horizontal and vertical alignment	5/29/2015 biweekly
G1.B1.S1.A1	Culture building activities will be planned and supported through school and district resources to motivate and develop our faculty and staff's awareness of each other and generate positive change	Bacho Logsdon, Rodilyn	11/5/2014	Charts and Survey Results (i.e. TNTP data and informal documents)	5/6/2015 monthly
G1.MA1	Attendance Records, Survey Results, Feedback Reports	West, Avia	11/5/2014	Attendance Records, Survey Results, Feedback Reports	5/6/2015 monthly
G1.B1.S1.MA1	Faculty and Staff Engagement	Bacho Logsdon, Rodilyn	11/5/2014	Survey Results	5/6/2015 monthly
G1.B1.S1.MA1	Agenda Topic for Every Monthly Meeting		11/5/2014	sign-ins and artifacts of activities	5/6/2015 monthly
G2.MA1	Classroom walk- throughs to look at lesson plans indicating research based strategies are being used. Monitoring will be done to see guided reading practices and/or planning for small group differentiation.	Bua, Sabrena	9/1/2014	Lesson plans	5/29/2015 one-time
G2.B1.S1.MA1	Monthly Rtl Meetings	Bua, Sabrena	9/25/2014	Student progress	5/29/2015 monthly
G2.B1.S1.MA1	Teacher data	West, Avia	8/18/2014	Student progress documented in a portfolio- Pre/Mid/Post data determined during Rtl meeting	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Data chats and mining with teachers.	West, Avia	9/1/2014	Informal and/or formal assessments (i-Ready, CGA, DAR, DRA, Achieve 3000, teacher assessments)- Conversations with teachers on how they are helping their Tier 3 students.	5/29/2015 monthly
G2.B2.S1.MA1	Data mining to develop strategies to support the needs of all students	Bua, Sabrena	8/18/2014	Data from i-Ready, performance matters, Achieve 3000, and CGAs will provide information on how to specifically meeting the needs of all students. We will be looking for Bottom 25% of students to see if there is a trend in this data.	5/29/2015 monthly
G3.MA1	Classroom walk- throughs to look at lesson plans indicating small group instruction is being used. Monitoring will be done to see guided reading practices and/or planning for small group differentiation.		9/1/2014	Lesson plans and anecdotal records that document small group instruction that shows differentiation.	5/29/2015 one-time
G3.B1.S1.MA1	Data (i-Ready, Achieve 3000, CGA, DAR, DRA, teacher assessments)	Bua, Sabrena	8/18/2014	Student data books and/or journals, teacher data notebooks, small group anecdotal notes that document Tier 3 student interventions.	5/29/2015 monthly
G3.B1.S1.MA1	Pillar Focus Walks, Classroom observations (formal and informal)	West, Avia	9/1/2014	Small group instruction (using a rubric)- Anecdotal records that show Tier 3 students are being worked with regularly, PLC records documenting efficient interventions, Rtl documentation on specific interventions, Pillar conference documentation.	5/29/2015 one-time
G4.MA1	Writing Benchmark Data Analysis	Blake, Faylene	9/1/2014	Use of the writing benchmark data to drive small group and whole group instruction.	5/29/2015 semiannually
G4.B1.S1.MA1	Pillar Conferences	West, Avia	9/1/2014	Pillar documentation and conversations with specific teachers on writing instruction to determine strengths and next steps.	5/29/2015 monthly
G4.B1.S1.MA1	PLCs with Literacy Coach on Writing Best Practices	West, Avia	9/1/2014	PLC logs and notes on writing coaching.	6/5/2015 monthly
G4.B2.S1.MA1	Pillar Focus Walks	West, Avia	9/1/2014	Pillar Documentation	5/29/2015 monthly
G4.B2.S1.MA1	Demonstration of strategies studied during PLCs	Blake, Faylene	9/1/2014	Instructional delivery in classrooms	5/29/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** To increase engagement activities of school community (faculty and staff) by cultivating a positive, pleasant school atmosphere (evidenced by positive interactions between all school stakeholders)

**G1.B1** Assuring majority of faculty and staff attendance

**G1.B1.S1** Motivate attendance through incentives ( ex. gifts from business partners, raffles, etc.)

### PD Opportunity 1

Culture building activities will be planned and supported through school and district resources to motivate and develop our faculty and staff's awareness of each other and generate positive change

#### Facilitator

Principal, Diversity Chairperson, T. Cisero

#### Participants

All Faculty and Staff

#### Schedule

Monthly, from 11/5/2014 to 5/6/2015

**G2.** To increase reading proficiency for third through fifth graders scoring levels 3-5 from 72% to 86% proficient.

**G2.B1** Inconsistent use of interventions for Tier 3 students

**G2.B1.S1** Use a flowchart for accountability of step by step procedures for instructional intervention.

### PD Opportunity 1

Monthly RtI meetings and classroom interventions

#### Facilitator

Reading coach and/or grade level colleagues

#### Participants

Teachers

#### Schedule

Monthly, from 9/25/2014 to 5/28/2015



**G2.B2** Need for increased understanding of research based best practices in reading instruction and pedagogy to reach the needs of all students.

**G2.B2.S1** Teachers evidence of differentiation during small group instruction based on strategies, skills and processing needs.

**PD Opportunity 1**

Teachers will attend PLCs with school based literacy coach and district specialists

**Facilitator**

Teachers, district specialists and/or reading coach

**Participants**

Teachers

**Schedule**

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

**G3.** To increase math proficiency for third through fifth graders scoring levels 3-5 from 77% to 87% proficient.

**G3.B1** Maximize time for interventions and individualized feedback.

**G3.B1.S1** Conversations with colleagues about strategic methods for efficient interventions.

**PD Opportunity 1**

Review of data to construct small group needs

**Facilitator**

District Math Specialist, AP

**Participants**

Teachers

**Schedule**

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

**G4.** To increase writing proficiency for fourth grades scoring levels 3.5-6.0 from 51% to 68%

**G4.B1** Inconsistencies in writing instruction.

**G4.B1.S1** Implementation of master schedule monitoring

**PD Opportunity 1**

Focus on district curriculum guides for writing instruction.

**Facilitator**

Instructional Coach-Faylene Blake

**Participants**

Classroom Teachers

**Schedule**

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

**G4.B2** Lack of writing professional development.

**G4.B2.S1** Implementation Writing PLCs

**PD Opportunity 1**

PLCs

**Facilitator**

Instructional Coach-Faylene Blake

**Participants**

Teachers

**Schedule**

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

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0