

# Beauclerc Elementary School



2014-15 School Improvement Plan

## Beauclerc Elementary School

4555 CRAVEN RD W, Jacksonville, FL 32257

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

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
59%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
63%

### School Grades History

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

The Mission of Beauclerc Elementary School is to provide educational excellence in every classroom, for every student, every day.

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

Every student is inspired and prepared for success in college or a career, and life.

#### School Environment

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

Beauclerc climate survey and home language survey will help to provide a snapshot of our students' cultural needs. Teachers will use monthly newsletters in order to maintain constant contact and bridge the gap between home and school. The continued support between faculty and parents will ensure positive relationships. Our monthly parental involvement events with the help from PTA will build positive relationships, communicate the school's mission and values, and keep parents informed of their child's progress. These events include, but are not limited to: Open House, Math/Science Night, Book Character Parade, Literacy Night, Turkey Run, and Reading Celebration. Beauclerc will embed cultural activities within curriculum and daily course work like reading selections, writing prompts, and Social Studies.

During pre-planning, faculty and staff members were presented with TNTP Instructional Culture Survey results and school climate surveys from parents and students. The survey was completed by staff members during the Spring of 2014. After analyzing the data, staff members had to determine areas that were low from the different stakeholders and discuss strategies to improve in those areas.

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

Beauclerc has clear systems implemented for arrival and dismissal with adult supervision at all times. Safety procedures are in place for all circumstances ie: code red, fire, severe weather. Having a staff and leadership team that is visible and available allows for students and parents to feel valued, appreciated, and respected. This will help to foster an environment where students will participate and contribute to the learning environment. Cafeteria systems are in place and staff members have assigned duties to ensure safety for all students. Staff members use radios for continuous communication. Students use hall passes and a buddy system when leaving the classroom. All faculty and staff at our school work to build relationships with students including teachers, front office staff, custodians, and administration.

Beauclerc Elementary School Counselor will provide services to enhance student's academic, career, and social development. The school counseling assists students to manage emotional, academic, and behavioral challenges and help them develop a clear focus or sense of direction through:

1. Classroom guidance lessons
2. Small group counseling
3. Parent workshops
4. Individual counseling
5. Referrals to community agencies
6. Parent/Teacher conference



Classroom guidance lessons that are implemented throughout the year are:

1. Bullying
2. Goal Setting
3. Study Skills
4. Managing Anger
5. Career Awareness
6. Social Skills
7. Conflict Resolution

**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**

Beauclerc behavioral system is used school wide and extends into the classrooms. All classroom teachers follow CHAMP's system. Students were presented with CHAMP expectations for hallway transitions, cafeteria, and morning/dismissal. Classroom teachers reinforce CHAMP expectations in classrooms for activities and transitions throughout the school day. Beauclerc teachers strive to provide meaningful, student-driven lessons with a focus on hands-on lessons and ensuring a daily engaging activity. Beauclerc teachers follow an ample ways of communication between school, parents, and students.

**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**

Beauclerc is continuing building a relationship with students and families. All faculty and staff at our school work to build relationships with students including teachers, front office staff, custodians, and administration. Some students have specific challenges and we mentor and counsel them and their families to help make strides in those areas. A guidance counselor is available to all students if counseling is needed. She will provide services to enhance student's academic, career, and social development. The school counseling assists students to manage emotional, academic, and behavioral challenges and help them develop a clear focus or sense of direction through:

1. Classroom guidance lessons
2. Small group counseling
3. Parent workshops
4. Individual counseling
5. Referrals to community agencies
6. Parent/Teacher conference

Classroom guidance lessons that are implemented throughout the year are:

1. Bullying
2. Goal Setting
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4. Managing Anger
5. Career Awareness
6. Social Skills
7. Conflict Resolution

### **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**

The dominant early warning indicators at Beauclerc Elementary School are attendance below 90 percent, one or more suspensions, and receiving a score of a Level 1 on statewide, standardized assessments in English Language Arts or Mathematics. Attendance below 95 percent is an early warning indicator because the issue exists in all grade levels. Receiving one or more suspensions is also an early warning indicator because students miss quality instruction when they are not in class. And scoring a Level 1 on a statewide, standardized assessment in English Language Arts or Mathematics is another early warning indicator because those students are working below grade level in one or more of the core subjects.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	23	33	28	20	26	10	140
One or more suspensions	2	4	3	1	6	3	19
Course failure in ELA or Math	6	8	5	5	0	2	26
Level 1 on statewide assessment	0	0	0	9	21	17	47

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

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

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

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning system. In order to support our students, Beauclerc offers free breakfast and lunch to all students.

In order to support behavior and minimize suspensions, Beauclerc has adopted the Positive Paws Behavior System as a school wide behavior program. We have also implemented the "Superheroes Behavior" program. In this program, students have the opportunity to be recognized for their actions at a school-wide level.

To improve the academic performance of our students who scored a Level 1 on statewide assessments, we will be providing Afterschool tutoring in reading and Math for all level 1 and 2 students. Also, during the school hours our Reading Interventionist will be providing extra intervention in Reading to our level 1 and 2 students. Beauclerc will implement the use of I-Ready and Achieve 3000 computer program that will be used as a supplement to our core reading and math instruction.

**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**

Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems.

Communicate classroom and school news to parents.

Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings.

Positive notes, letters, phone calls home.

Planned opportunities for parents and teachers to learn together include K-5 Reading, Math, and Science Nights.

The parent volunteers work side by side with Dual Language teachers and students to plan and support the Fall and Spring Culture Activities. These activities inquire learning in each classroom while providing a school community event for the entire school.

**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**

Through partnerships with the local community, Beauclerc is able to secure and utilize resources to support the school and student achievement. Our school based PTA representative establishes relationships, while maintaining previous relationships with area businesses. Our partnerships include, but are not limited to: CITI, BJ Store...

**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
Price, Susan	Principal
Spasoff, Mariah	Assistant Principal
Riquelme, Elena	Assistant Principal
Malone, Tracey	Instructional Coach

**Duties**

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

Beauclerc Principal, Dr. Vanessa Mangual, is an instructional leader who sustains a shared vision for the students' academic achievement. She ensures rigorous, standards-based instruction. She supports continuous professional development opportunities for all teachers. The principal oversees school wide safety and efficient operations. She is in constant communication and collaboration with the surrounding community and it's stakeholders.

Beauclerc, Assistant Principal, Mariah Spasoff, is an instructional leader who assists and supports all of the principal's initiatives and duties.

Beauclerc, Assistant Principal, Jeffrey Royal, is an instructional leader who assists and supports all of

the principal's initiatives and duties.

Beauclerc, School Counselor, Hillery Duperly, provides guidance services for social and emotional needs to our Beauclerc students. She is a lead for the Character Education program and provides attendance support.

Beauclerc, Reading Coach, Tracey Malone, collaborate with teachers on differentiated, best instructional practices. They meet weekly during PLC/common planning to support the design of rigorous unit plans for whole group lessons, centers, interventions, and resources. She provides Professional Development on best instructional practices, classroom coaching, and feedback specific to the framework's elements. She supports the teachers in locating and using instructional materials that support best practices.

Overall, the leadership team works collaboratively on the following items: PLCs, common planning, classroom walkthroughs and coaching, school events, and lesson plans/grading systems/data tracking.

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

The leadership team meets weekly to discuss classroom instruction, student expectations, analyze data, and engage in school wide problem solving. In addition to classroom observations, data chats are conducted to determine how students are progressing. The team will collaborate with classroom teachers to ensure that instructional strategies and differentiation occurs within each classroom. The team will also attend trainings and provide presentations to faculty. They will identify professional development needs and facilitate the process of building consensus and making decisions about implementation. The team will also review progress-monitoring data at each grade level and classroom level to identify students who are meeting/exceeding standards, at risk or at high risk for not meeting standards.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Raymond Varas	Parent
Andre' Higgins	Parent
Deb Dresbach	Teacher
Natasha Brown	Parent
Dr. Vanessa Mangual	Principal
Marydela Andrade	Parent
Anna Crews	Education Support Employee
Ramona Chaplin	Parent
Lorie Allen	Business/Community

#### 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*

SAC evaluated the goals and objectives each month last year and made suggestions to add or take away items based on how successful they were. At the initial SAC meeting, we reviewed last year's school improvement plan in conjunction with 2014 FCAT state assessment results to determine an evaluation of its goals and effectiveness. They will be a part of the review before the current plan is finalized and help make recommendations throughout the year.

*Development of this school improvement plan*

SAC reviewed last year's SIP and made suggestions for this year. The SIP teams worked collaboratively to compile a first draft. SAC member input will be discussed, considered, and integrated into the draft plan as appropriate. A report is developed and a copy is submitted to the School Board and Superintendent.

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

In the spring, the projected school budget for the 2014-2015 school year was shared with the SAC and input was collected. During the September 2014 meeting, updated budget information was shared and the SAC suggested professional development for teachers as well as afterschool tutoring for low level academic achievement students.

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

N/A

***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*

N/A

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Price, Susan	Principal
Spasoff, Mariah	Assistant Principal
Malone, Tracey	Instructional Coach

**Duties**

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

The literacy leadership team will work to increase the number of students meeting grade level expectations and proficiency standards. The focus of the literacy team will be to develop a plan to increase readers of non-fiction and complex text. In January, we will host a Literacy Night to promote positive family interactions with text based activities. In addition, PLC/common planning meetings will be time for teams and district/school based coaches to deconstruct the Language Arts Florida Standards (LAFS) and create rigorous literacy instruction.

## 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**

A variety of strategies are used to encourage positive working relationships between teachers at Beauclerc. The master schedule has been designed to provide 45 minutes for 3 to 4 times a week for teachers to meet by common content. Grade levels/Subject Area and Vertical Team conduct weekly PLC's to focus on collaborative planning and standards-based instruction. A leadership team representative attends and supports the PLC's. We also hold bi-weekly data meetings in order to disaggregate data and continue the collaboration process. Staff meetings are held monthly, and professional development activities are held on Wednesdays Early Dismissal. Beauclerc supports new teachers through the Mentor/Mentee program. Mentees receive support from a veteran teacher through this program. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Selection Criteria:

Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist will also provides support and resources for this team.

Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:

- subject/ grade level
- certification
- disposition/interpersonal skills
- common planning
- level of expertise/ area of need
- additional training in Foundations of Mentoring is valued

Consider including information regarding how you recruit and recognize mentors for their important work in order to build capacity for supporting developing teachers.

1. Meet with mentors weekly to discuss various concerns and issues.
  2. Coach provides support and model demo lessons in classrooms.
  3. Principal will meet with each grade level every other week to provide support.
  4. Encourage participation in professional development that will enhance professional growth.
  5. Team building activities each month and during weekly professional development meetings.
  6. Leadership Team Partner new teachers with veteran staff.
  7. Principal and Assistant Principals Celebrate teachers on a monthly basis as "teacher of the month" to promote positive praise.
  8. Mentor observation cycles in which new teachers receive formative feedback and targeted coaching
  9. New teacher observations of model teachers with a focus on identified challenges and Educator
- The leadership is responsible for making sure these efforts occur. The admin team, reading coach, mentors, and lead teachers.

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

We have paired all first year teachers and teachers who are new to Beauclerc with an experienced, effective teacher. They have common planning time built into their schedules every day. At least one of

these days should be used to meet with their mentees. Mentors will observe their mentees and provide feedback while also opening up their own classroom for them to visit.

We also will provide:

- PDF monthly MINT learning sessions that focus on identified areas of need
- Collaborative learning groups or PLCs provide additional layers of support and learning opportunities

## 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***

Beauclerc ensures its core instructional programs and materials are aligned to Florida's Standards during weekly PLC/common planning times. During these meetings the leadership team representative and grade level team begin with specific standards to develop a cohesive, rigorous unit of study. Teachers unpack the Florida Standards based upon formal data(district/in-class assessments) and plan instruction. In addition, instructional teams use/and revise the FSA Test Item Specification. The dialogue during these meetings help to promote student achievement, understanding of the standards, and utilizing instructional practices to meet the needs of each student.

#### 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***

Beauclerc uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first weeks of school, all students are given baseline assessments. The data provided from these assessments will be used to differentiate instruction based on specific needs. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goal. Small reading and math groups will address students' needs based on grade level expectations. Students who are performing below grade level proficiency will receive intervention specific to their needs. These students will be progress monitored on a bi-weekly basis, and groups will be fluid based on student needs. The leadership team and grade levels will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on student data. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address foundational learning targets. Students who are proficient will receive advanced instruction in small groups.

***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: 54,000**

We offer Extended Day at our school before and after school. Students receive extra enrichment activities. Students in all grade levels receive an extra half hour of reading and math instruction by using iReady Computer base program. In addition, we will be providing Reading and Math after-school tutoring from October through April.

**Strategy Rationale**

As a result, students overall Reading and Math proficiency will increase.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

Price, Susan, prices1@duvalschool.org

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

When analyzing students data, we keep tracked of who is participating in the program and who is not. Students on the computers will be utilizing the same programs from the school day and their progress is tracked through the program and reviewed. Attendance is also tracked as we have found most students who participate in the program have an excellent attendance rate.

**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**

Our Kindergarten students are assessed using CGA's, FLKRS, and teacher made assessments. Within the first 45 days of enrollment, kindergarten students are given two assessments; the FLKRS for kindergarten readiness and the CGA to obtain a pre-reading benchmark. These results are used to group students for differentiated instruction and provide strategies for immediate intensive intervention.

**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**

N/A

## 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.** Goal: Increase the percentage of proficiency (3 or above) on the 2015 State Reading Assessment by 10% or more at each grade level. Increase the percentage of students scoring level 4 and above by 10%.
- G2.** Goal: Increase the percentage of proficiency (3 or above) on the 2015 State Math Assessment by 10% or more at each grade level. Increase the percentage of students scoring level 4 and above by 10%.
- G3.** Goal: Increase the percentage of proficiency (3 or above) on the 2015 State Science Assessment by 10%. Increase the percent of students scoring at level 4 and above by at least 10%.
- G4.** Student achievement will increase 10% in all subjects when teachers apply rigorous standards-based, data-driven instruction in both languages. Dual Language Program goal is to empower students to become bilingual, biliterate, and bicultural individuals.
- G5.** Increase parent participation in school activities and positive culture building by 10%
- G6.** Decrease the retention rate by 5% to include decreasing excessive absences, tardies and early checkouts by 5%.

## 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.** Goal: Increase the percentage of proficiency (3 or above) on the 2015 State Reading Assessment by 10% or more at each grade level. Increase the percentage of students scoring level 4 and above by 10%.

1a

G047234

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- 1. Classroom Teachers 2. District specialists 3. Reading Coach (Coaching Cycle/Lesson Study) 4. Reading Interventionist 5. Reading Materials 6. District Curriculum Guides and Assessments 7. RTI Intervention/Differentiation of Instruction 8. iReady/Achieve 3000 programs 9. Afterschool Reading Tutoring (Tuesday and Thursday) 10. Extended Day Computer Lab for Reading iReady 11. Interactive Journals

**Targeted Barriers to Achieving the Goal** 3

- Students Reading Below Grade Level. Inconsistent guided reading and small group instruction across the grade levels. Teachers lack of understanding on how to effectively apply relevant student data to their instruction.

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

CGAs  
iReady  
Achieve 3000  
Informal and Formal Assessments  
Interactive Journals  
Student Works

**Person Responsible**

Elena Riquelme

**Schedule**

Monthly, from 9/21/2014 to 5/31/2015

**Evidence of Completion**

Student increase their reading level achievement.

**G2. Goal:** Increase the percentage of proficiency (3 or above) on the 2015 State Math Assessment by 10% or more at each grade level. Increase the percentage of students scoring level 4 and above by 10%. 1a

G047235

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Classroom Teachers - District specialists - iReady and Achieve 3000 - District Curriculum guides - Curriculum Resources (Investigations and Envision - Curriculum Guide Assessments - After School Math Tutoring (Tuesday and Thursday) - Extended Day Computer Lab (Math iReady) - Interactive Journal

**Targeted Barriers to Achieving the Goal** 3

- Understanding and Application of Instructional Framework (Gradual Release Model). - Use and understanding of curriculum guides and lesson plans. - Understanding of progress monitoring, analyzing, and disaggregating data to drive instruction. - Students entering 3rd grade below grade level - Classroom instruction doesn't match rigor of assessment - Low Reading levels make it difficult for students to understand the Math questions and vocabulary

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

We will use CGA data, i-Ready, Achieve 3000, Teacher Assesments, Exit Tickets, Interactive Journals, and Florida Assesment data to determine the progress of our students.

**Person Responsible**

Susan Price

**Schedule**

Monthly, from 10/26/2014 to 5/31/2015

**Evidence of Completion**

Data chats, iReady and Achieve 3000 results

**G3.** Goal: Increase the percentage of proficiency (3 or above) on the 2015 State Science Assessment by 10%. Increase the percent of students scoring at level 4 and above by at least 10%. 1a

G047236

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Classroom Teachers, District Specialists, Curriculum Resources, Gizmos, CGAs Baseline Assessments, Science Interactive Journals, Science Experiments.

**Targeted Barriers to Achieving the Goal** 3

- - Students reading below grade level - Lack of connection between what is being taught and real world application - Lack of Science learning in lower grades. - Need of higher level science vocabulary in lessons in lower grades.

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

Current student data will be analyzed immediately utilizing CGAs, iReady, and Achieve 3000

**Person Responsible**

Susan Price

**Schedule**

Monthly, from 11/2/2014 to 5/31/2015

**Evidence of Completion**

Data Collection/Data Notebook

**G4.** Student achievement will increase 10% in all subjects when teachers apply rigorous standards-based, data-driven instruction in both languages. Dual Language Program goal is to empower students to become bilingual, biliterate, and bicultural individuals. 1a

G047237

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- 1. Classroom Teachers (Spanish and English Teachers) 2. District specialists (Reading, Math, Science, and Dual Language Specialists) 3. Reading Coach (Coaching Cycle/Lesson Study) 4. Reading Interventionist 5. Reading Materials (Spanish and English) 6. District Curriculum Guides and Assessments 7. RTI Intervention/Differentiation of Instruction (English and Spanish) 8. iReady, Achieve 3000 (Spanish and English), Gizmos, and Spanish Imagine Learning programs. 9. Afterschool Reading Tutoring (Tuesday and Thursday) 10. Extended Day Computer Lab for Reading iReady 11. Interactive Journals (Spanish and English) 12. Language Objective (English and Spanish) 13. ESOL Strategies 14. Support from ESOL Spanish Paraprofessional

**Targeted Barriers to Achieving the Goal** 3

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

Lesson Plans, Centers Activities, Rigorous Spanish Activities

**Person Responsible**

Susan Price

**Schedule**

Weekly, from 9/21/2014 to 5/31/2015

**Evidence of Completion**

Walkthroughs, Informal and formals evaluations, data chats

**G5. Increase parent participation in school activities and positive culture building by 10%** 1a

G047238

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Active and involved teachers, staff, and administrators in school activities. Planned family nights and school activities. Supportive and involved PTA and SAC members. These events may include, but are not limited to: Open House, Fall Conference Night, Math/Science Night, Character Book Parade, Literacy Night, Movie Nights, Talent Show & Celebrate the Arts Night.

**Targeted Barriers to Achieving the Goal** 3

- Increasing current attendance across grade levels at family academic nights.

**Plan to Monitor Progress Toward G5.** 8

- iReady
- Achieve 3000
- CGs

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

**Evidence of Completion**

**G6.** Decrease the retention rate by 5% to include decreasing excessive absences, tardies and early checkouts by 5%. 1a

G047239

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Guidance Counselor, Classroom Teachers, District Specialists, School-Based Coaches, Parents

**Targeted Barriers to Achieving the Goal** 3

- Novice Teachers, Student Performance below grade level content, District-level support, Time spent with students, Lack of knowledge and pedagogy/content.

**Plan to Monitor Progress Toward G6.** 8

Assessment data will be monitored regularly and Academic Improvement Plans will be created based on the results of the data. Each student/parent will understand their plan and the improvements needed to increase proficiency.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

**Evidence of Completion**

Increased student proficiency in all content areas and grade levels.



## 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.** Goal: Increase the percentage of proficiency (3 or above) on the 2015 State Reading Assessment by 10% or more at each grade level. Increase the percentage of students scoring level 4 and above by 10%. **1**

 G047234

**G1.B1** Students Reading Below Grade Level. Inconsistent guided reading and small group instruction across the grade levels. Teachers lack of understanding on how to effectively apply relevant student data to their instruction. **2**

 B117616

**G1.B1.S1** Literacy teachers will differentiate instruction through daily rotations as noted in the Districts Instructional framework. **4**

 S129357

### Strategy Rationale

- Lack of text complexity
- Inconsistent guided reading and small group instruction across the grade levels

### Action Step 1 **5**

Participate in Professional Development on how to implement the DCPS Instructional Framework Model...I do, We do, You do, through common planning time, weekly grade level meetings with Reading Coach

#### Person Responsible

Mariah Spassoff

#### Schedule

Weekly, from 9/21/2014 to 5/31/2015

#### Evidence of Completion

Weekly PLC/common planning meetings with Reading Coach and Reading Interventionist, bi-weekly data meetings, and lesson plan and data notebook documentation. Resources Available to Support the Goal - District Specialists - Curriculum Guides and Assessments - Reading Coach - Reading Interventionist - Coaching Cycle/Lesson Study - Program Materials - i-Ready/Ready Common Core - Language Arts Florida Standards - FSA Test Items Specifications - Webb's Depth of Knowledge

## Action Step 2 5

Plan and implement lessons following DCPS Instructional Framework with Reading Coach and grade level teams during weekly common planning time.

### **Person Responsible**

Mariah Spassoff

### **Schedule**

Weekly, from 9/21/2014 to 5/31/2015

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

Classroom walk-throughs, informal, and formal observations will provide data for progress monitoring each teacher's performance in relation to attaining the desired effect of strategies used and if they are increasing student achievement. Teacher's Deliberate Practice Plan will show growth on the use of a specific element in relation to reaching the desired effect of the element to increase student achievement.

## Action Step 3 5

Deliver appropriately paced lessons that allow students an opportunity to practice new skills and strategies and apply rigorous standards-based, data-driven instruction.

### **Person Responsible**

Elena Riquelme

### **Schedule**

Weekly, from 9/21/2014 to 5/31/2015

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

Observation of data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and data notebooks will display evidences of both staff and student growth.

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

All teachers will participate in professional development focusing on how to implement the DCPS Instructional Framework Model. I do, we do, you do. During daily common planning time/weekly grade level meetings, the Reading Coach will provide support, using the DCPS Coaching Cycle. The coach will document sessions and follow-up with administration during weekly Leadership Meetings in order to communicate needs within the school. Administration will monitor lesson plans and observe instruction in order to ensure proper implementation of the DCPS Instructional Framework.

**Person Responsible**

Mariah Spassoff

**Schedule**

On 5/29/2015

***Evidence of Completion***

Lesson Plans Agendas Data Logs

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

Lesson plans that include the DCPS Instructional Framework, classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, Coaching Cycle feedback forms.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

***Evidence of Completion***

CGAs iReady Achieve 3000

**G1.B1.S2** Implement the DCPS Framework K-5 model. 4

S129358

**Strategy Rationale**

**Action Step 1** 5

Deliver appropriately-paced lessons that allow all students an opportunity to practice new skills and strategies.

**Person Responsible**

Elena Riquelme

**Schedule**

Weekly, from 9/21/2014 to 5/31/2015

**Evidence of Completion**

Lesson Plans, Classroom Observations, Student Data

**Action Step 2** 5

Plan and Implement lessons following the DCPS Instructional Framework with the Reading Coach and grade level teams during weekly Common Planning time, Early Release Trainings, and Grade Level meetings.

**Person Responsible**

Tracey Malone

**Schedule**

Weekly, from 10/19/2014 to 5/31/2015

**Evidence of Completion**

Common Planning and Grade Level meeting minutes...Lesson Plans

**Action Step 3** 5

Participate in PD on how to implement the DCPS Instructional Framework Model (Gradual Release--I Do, We Do, You Do) through Common Planning time, Early Release Trainings and Grade Level meetings with the Reading Coach.

**Person Responsible**

Tracey Malone

**Schedule**

Monthly, from 9/21/2014 to 3/31/2015

***Evidence of Completion***

Lesson Plan and Classroom Observations

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

All teachers will participate in weekly PD focusing on how to implement the DCPS Instructional Framework Model (I Do, We Do, You Do). During common planning, weekly grade level meetings, and early release trainings, the Reading Coach will provide support using the DCPS Coaching Cycle. The Reading Coach will document sessions and follow-up with administration during weekly Leadership meetings in order to communicate needs within the school. The Reading Coach and administration will also monitor lesson plans and observe instruction in order to ensure proper implementation of the DCPS Instructional Framework.

**Person Responsible**

Mariah Spassoff

**Schedule**

On 5/29/2015

***Evidence of Completion***

Lesson Plans, Agendas, Data Logs

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

Lesson plans that include the DCPS Instructional Framework, classroom walkthrough, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms.

**Person Responsible**

Susan Price


**Schedule**

On 5/29/2015

**Evidence of Completion**

CGAs, iReady, Achieve 3000

**G1.B1.S3** Literacy teachers will gain a better understanding of how to select and use complex text to drive instruction. 4

 S129359

**Strategy Rationale**

**Action Step 1 5**

Plan and implement lessons using complex texts and the continuum for determining text complexity incorporating high-order questioning and student-led discussions.

**Person Responsible**

Tracey Malone

**Schedule**

Monthly, from 10/19/2014 to 12/31/2014

**Evidence of Completion**

Student work/data, interactive journals, anecdotal notes, Classroom Observations

**Action Step 2** 5

Incorporate writing-based performance tasks where students will be asked to respond to one or more text-based questions and cite evidence from the text to support their answers.

**Person Responsible**

Tracey Malone

**Schedule**

Monthly, from 10/31/2014 to 12/31/2014

***Evidence of Completion***

Lesson Plans, Student work/data, interactive journals, anecdotal notes, Classroom Observations

**Action Step 3** 5

Participate in PD related of how to select grade-level appropriate, complex text that provide rigor for all students.

**Person Responsible**

Tracey Malone

**Schedule**

Monthly, from 10/31/2014 to 12/31/2014

***Evidence of Completion***

Lesson Plans, PD agendas, Classroom Observations

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

All teachers will participate in PD related to how to select grade-level appropriate, complex text that provide rigor for all students. In grades 3-5, teachers will plan and implement lessons for novel studies that will promote opportunities for accountable talk. The Reading Coach will provide support to all teachers in selecting and using appropriate texts that are both rigorous and engaging to students. Administration will observe classroom instruction to monitor the implementation of using complex text in all classrooms. The assigned District Literacy Specialist will provide support as needed.

**Person Responsible**

Tracey Malone

**Schedule**

On 5/29/2015

***Evidence of Completion***

Lesson Plans, Observation Logs

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

Lesson plans (to include use of complex text/novel studies), classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms.

**Person Responsible**

Mariah Spassoff

**Schedule**

On 5/29/2015

***Evidence of Completion***

CGAs, iReady, Achieve 3000



**G2.** Goal: Increase the percentage of proficiency (3 or above) on the 2015 State Math Assessment by 10% or more at each grade level. Increase the percentage of students scoring level 4 and above by 10%. 1

G047235

**G2.B1** - Understanding and Application of Instructional Framework (Gradual Release Model). - Use and understanding of curriculum guides and lesson plans. - Understanding of progress monitoring, analyzing, and disaggregating data to drive instruction. - Students entering 3rd grade below grade level - Classroom instruction doesn't match rigor of assessment - Low Reading levels make it difficult for students to understand the Math questions and vocabulary 2

B117617

**G2.B1.S1** Collaboration among math teachers to share implementation of Gradual Release Model in classrooms from participation in Teacher Academy. 4

S129360

### Strategy Rationale

#### Action Step 1 5

Collaboration on Lesson Design and Gradual Release Model.

#### Person Responsible

Tracey Malone

#### Schedule

Weekly, from 9/21/2014 to 5/31/2015

#### Evidence of Completion

- Lesson plan documentation - Minutes from meetings.

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

Minutes from the collaborative meetings will be reviewed and meetings may be attended by administration. Observations will be conducted to analyze implementation.

#### Person Responsible

Mariah Spassoff

#### Schedule

On 3/31/2015

#### Evidence of Completion

Lesson Plans, Agenda Minutes, Observations

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

Observations will be conducted to document increased use of the gradual release model in math.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

**Evidence of Completion**

Logs, Feedback Forms

**G2.B1.S2 Participate in Lesson Studies.** 4

 S129361

**Strategy Rationale**

**Action Step 1** 5

Collaborate and design lessons to participate in a lesson study cycle.

**Person Responsible**

Tracey Malone

**Schedule**

Biweekly, from 9/21/2014 to 5/31/2015

**Evidence of Completion**

Lesson Plans, Reflection Documentation

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

Attend lesson study sessions with teachers, observe the lessons, and provide feedback.

**Person Responsible**

Mariah Spassoff

**Schedule**

On 5/29/2015

**Evidence of Completion**

Lesson Plans, Logs, Agendas

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

Track data to ensure the implementation of lesson study has an impact on student data.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

**Evidence of Completion**

Data Notebook Logs

**G2.B1.S3** Reading and collaborating Professional Development text relating to Gradual Release. (NCTM, FCTM, etc.) 4

 S129362

**Strategy Rationale**

**Action Step 1** 5

Read and share articles found in professional development text.

**Person Responsible**

Tracey Malone

**Schedule**

Monthly, from 9/21/2014 to 5/31/2015

**Evidence of Completion**

Meeting Minutes and Teacher Feedback/Reflection

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

Attend meetings and listen to the conversations around the text.

**Person Responsible**

Tracey Malone

**Schedule**

On 5/29/2015

**Evidence of Completion**

Agendas, Lesson Plans

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

Track the effectiveness of the selected PD Text using the research and the complexity continuum.

**Person Responsible**

Mariah Spassoff


**Schedule**

On 5/29/2015

***Evidence of Completion***

Researchable Results

**G2.B1.S4** Classroom observations to observe selected model classrooms implementing the Gradual Release Model. 4

 S129363

**Strategy Rationale**

**Action Step 1** 5

Visit other classrooms to observe implementation of Gradual Release across various Grade Levels.

**Person Responsible**

Mariah Spassoff

**Schedule**

Monthly, from 11/16/2014 to 3/31/2015

***Evidence of Completion***

Collaborative Planning and Observation Notes

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

Set up a schedule to allow for teachers to observe one another and attend the observation with them.

**Person Responsible**

Mariah Spassoff

**Schedule**

On 5/29/2015

***Evidence of Completion***

Teacher anecdotal notes, Observation schedules

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

Observe the teachers to see if there is a change in practice based on observing others.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

***Evidence of Completion***

Observation forms and feedback

**G3.** Goal: Increase the percentage of proficiency (3 or above) on the 2015 State Science Assessment by 10%. Increase the percent of students scoring at level 4 and above by at least 10%. 1

G047236

**G3.B1** - Students reading below grade level - Lack of connection between what is being taught and real world application - Lack of Science learning in lower grades. - Need of higher level science vocabulary in lessons in lower grades. 2

B117619

**G3.B1.S1** All teachers using and teaching reading strategies to support Science through text features, graphs, charts, etc. 4

S129364

### Strategy Rationale

#### Action Step 1 5

Collaborate on lessons and their design on how to teach text features, graphs, and charts.

#### Person Responsible

Tracey Malone

#### Schedule

Biweekly, from 11/2/2014 to 3/31/2015

#### Evidence of Completion

Meeting Minutes, Lesson Plans

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

Work with science teachers to ensure they have an understanding of the reading strategies students are learning in reading class.

#### Person Responsible

Susan Price

#### Schedule

On 5/29/2015

#### Evidence of Completion

Lesson Plans, Observation Notes, Logs

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

Observe the use of reading strategies in the science classroom and provide feedback to teachers.

**Person Responsible**

Mariah Spassoff


**Schedule**

On 5/29/2015

**Evidence of Completion**

Lesson Plans, Observation Notes, Logs

**G3.B1.S2 Using complex text to support Science lessons.** 4

 S129365

**Strategy Rationale**

**Action Step 1** 5

Using complex text to support science lessons.

**Person Responsible**

Tracey Malone

**Schedule**

Biweekly, from 9/28/2014 to 3/31/2015

**Evidence of Completion**

Lesson Plans

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

Teachers should be collaborating on the texts they are choosing for their lessons and discussing the complexity levels. This will be monitored through discussions at our weekly meetings.

**Person Responsible**

Tracey Malone

**Schedule**

On 5/29/2015

**Evidence of Completion**

Agenda Minutes, Students utilizing high-level text

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Evaluate the level of science text used during collaboration using research-based measures and text complexity continuum.

**Person Responsible**

Tracey Malone

**Schedule**

On 5/29/2015

***Evidence of Completion***

Student data collection

**G3.B1.S3** Using reading data to implement remediation for Below Level readers. 4

 S129366

**Strategy Rationale**

**Action Step 1** 5

Collaborative planning with Reading Teachers to discuss low-level readers and decide on an action plan.

**Person Responsible**

Tracey Malone

**Schedule**

On 5/31/2015

***Evidence of Completion***

Meeting Minutes

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

Weekly meetings will be attended by administration and the minutes will be reviewed weekly.

**Person Responsible**

Susan Price

**Schedule**

Weekly, from 9/21/2014 to 5/31/2015

***Evidence of Completion***

Minutes, Lesson Plans



**Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7**

Student data from CGAs, iReady, Achieve 3000, and other assessments will be monitored.

**Person Responsible**

Tracey Malone

**Schedule**

On 5/29/2015


**Evidence of Completion**

Data Collection/Data Notebook, Data Chats attendance


**G5. Increase parent participation in school activities and positive culture building by 10% 1**

 G047238

**G5.B1 Increasing current attendance across grade levels at family academic nights. 2**

 B117620

**G5.B1.S1 Combine academic nights with a engaging activity or student performance. 4**

 S129367

**Strategy Rationale**

**Action Step 1 5**

Link an engaging activity or performance with all academic nights.

**Person Responsible**

Susan Price

**Schedule**

On 2/27/2015

**Evidence of Completion**

Calendar of Events, Attendance Record

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

Monitor the event for effectiveness and efficiency. Gather parental feedback.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

**Evidence of Completion**

Checklist Notes, Attendance Record

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

Track effectiveness of the event through surveys.

**Person Responsible**

Susan Price


**Schedule**

On 5/29/2015

**Evidence of Completion**

Survey Results

**G5.B1.S2** Incorporate community resources and business partners to increase interest. 4

 S129368

**Strategy Rationale**

**Action Step 1** 5

Establish welcome area for business partners and community members to show appreciation.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

**Evidence of Completion**

Checklist

**Action Step 2** 5

Call business partners and community resources to request participation dates.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

***Evidence of Completion***

Phone Logs, Calendar of Events

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

Check meeting minutes to ensure that business partners and community members are scheduled to attend.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

***Evidence of Completion***

Checklist Notes from Meetings, Minutes

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

Evaluate the effectiveness of family nights.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

***Evidence of Completion***

Checklists, Surveys, Attendance Logs

**G5.B1.S3** Advertise and provide incentives to students and parents. 4

S129369

**Strategy Rationale**

**Action Step 1** 5

Plan announcements for students on the morning news.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

**Evidence of Completion**

News recordings, Attendance logs

**Action Step 2** 5

Encourage teachers to promote family events and provide incentives for attendance.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

**Evidence of Completion**

Attendance Logs

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

Check to ensure that all teachers have the incentives prepared to advertise.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

**Evidence of Completion**

Student Surveys

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

Track the number of people who attended in comparison to the previous year.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

**Evidence of Completion**

Sign-in Sheets/Attendance Records

**G5.B1.S4** Provide dinner or refreshments from community partners. 4

 S129370

**Strategy Rationale**

**Action Step 1** 5

Purchase Dinner and/or Refreshments

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

**Evidence of Completion**

Checklist, Receipts

**Action Step 2** 5

Call Business Partners and Community Partners

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

**Evidence of Completion**

Phone Log, Participation Rate

**Plan to Monitor Fidelity of Implementation of G5.B1.S4** 6

Monitor Food Stations

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

***Evidence of Completion***

Checklist

**Plan to Monitor Effectiveness of Implementation of G5.B1.S4** 7

Track inventory of food and profit from sales

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

***Evidence of Completion***

Spreadsheet, Profits to School

**G6.** Decrease the retention rate by 5% to include decreasing excessive absences, tardies and early checkouts by 5%. 1

G047239

**G6.B1** Novice Teachers, Student Performance below grade level content, District-level support, Time spent with students, Lack of knowledge and pedagogy/content. 2

B117622

**G6.B1.S1** Identify struggling students within the first few weeks of school. 4

S129371

### Strategy Rationale

#### Action Step 1 5

Continuously support students and use data to drive instruction.

#### Person Responsible

Tracey Malone

#### Schedule

On 5/29/2015

#### Evidence of Completion

Performance Task, Interactive Journals, Lesson Plans, Student Work

#### Action Step 2 5

Monitor the progress students are making on assessments and create future lessons that allow opportunity for struggling students to learn new skills.

#### Person Responsible

Tracey Malone

#### Schedule

On 5/29/2015

#### Evidence of Completion

Performance Task, Interactive Journals, Lesson Plans, Student Work

**Action Step 3 5**

Participate in professional development, plan lessons and differentiate to meet struggling students' needs.

**Person Responsible**

Tracey Malone

**Schedule**

On 5/29/2015

***Evidence of Completion***

Meeting Minutes, Common Planning Time, Lesson Plans, Data Collection, Anecdotal Notes

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

Participate in professional development, plan lessons and differentiate to meet struggling students' needs.

**Person Responsible**

Tracey Malone

**Schedule**

On 5/29/2015

***Evidence of Completion***

Meeting Minutes, Common Planning Time, Performance Tasks, Interactive Journals, Lesson Plans, Student Work

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

Data Chats, Common Planning with minutes, Formal/Informal Observations, Lesson Plan with evidence of differentiated instruction.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

***Evidence of Completion***

Assessments, Lesson Plans, Logs



**G6.B1.S2** Create an individualized intervention plan to meet the students individual learning goals. 4

S129372

### Strategy Rationale

#### Action Step 1 5

Teachers will use this data to create and differentiate lessons.

##### **Person Responsible**

Elena Riquelme

##### **Schedule**

Daily, from 9/21/2014 to 5/31/2015

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

Lesson Plans, Data Notebook

#### Action Step 2 5

Keep an individualized notebook on each students' progress.

##### **Person Responsible**

Elena Riquelme

##### **Schedule**

Daily, from 9/21/2014 to 5/31/2015

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

Data Notebook, Student Work

#### Action Step 3 5

Teachers will use assessment and teacher data to track the proficiency of students.

##### **Person Responsible**

Elena Riquelme

##### **Schedule**

Daily, from 9/21/2014 to 5/31/2015

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

Lesson Plans, Data Notebook

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

Teachers will use assessment and teacher data to track the proficiency of students.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

***Evidence of Completion***

Lesson Plans, Data Notebook

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

Data Chats, Common Planning with minutes, Formal/Informal Observations, Lesson plan with evidence of differentiated instruction.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

***Evidence of Completion***

Assessments, Lesson Plans, Logs

**G6.B1.S3** Meet with parents within a month of initiating the plan and provide strategies parents can use at home with the child. 4

S129373

### Strategy Rationale

#### Action Step 1 5

Teacher will communicate with the parent weekly documenting and discussing results on assessments and performance in class.

##### **Person Responsible**

Susan Price

##### **Schedule**

Weekly, from 9/21/2014 to 5/31/2015

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

Parent Contact Log, Student Planners, Student Data Notebooks, Grade Portal

#### Action Step 2 5

Encourage parents to participate in parent activities at school and check planners daily.

##### **Person Responsible**

Susan Price

##### **Schedule**

Monthly, from 9/7/2014 to 5/31/2015

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

Parent Contact Log, Sign-In Sheets for events, Student Planners

#### Action Step 3 5

Provide parents with strategies to implement at home.

##### **Person Responsible**

Susan Price

##### **Schedule**

Monthly, from 9/14/2014 to 5/31/2015

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

Parent Contact Logs, Sign-In Sheets for events

**Plan to Monitor Fidelity of Implementation of G6.B1.S3** 6

Provide parents with strategies to implement at home.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

**Evidence of Completion**

Parent Contact Logs, Sign-In Sheets for events

**Plan to Monitor Effectiveness of Implementation of G6.B1.S3** 7

Orientation, Open House, Lunch with Grandparents, Family Nights, i-Dads, i-Moms, Science Night, Math Night, Dual Language Performances, FCAT Night


**Person Responsible**

**Schedule**

**Evidence of Completion**

Parent Logs, Parent Portal, Sign-In Sheets for Events

**G6.B1.S4** Continuously update the parents on their child's progress. 4

 S129374

**Strategy Rationale**

**Action Step 1** 5

Teachers will create and utilize parent logs to ensure that parents are being frequently contacted and content documented.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

**Evidence of Completion**

Parent Logs

**Action Step 2** 5

Teachers will communicate with the parent weekly documenting and discussing results on assessments and performance in class.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

***Evidence of Completion***

Parent Contact Log

**Action Step 3** 5

Teachers will create ways for parents to be involved in lessons with their child through teacher websites, blogs, newsletters or email with home learning and through maintaining updated grade portals, etc.

**Person Responsible**

Elena Riquelme

**Schedule**

On 5/29/2015

***Evidence of Completion***

Teacher modes of Communication, Grade Portal

**Plan to Monitor Fidelity of Implementation of G6.B1.S4** 6

Teachers will communicate with the parent weekly documenting and discussing results on assessments and performance in class.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

***Evidence of Completion***

Parent Contact Log, Grade Portal

**Plan to Monitor Effectiveness of Implementation of G6.B1.S4 7**

Weekly communication with parents.

**Person Responsible**

Susan Price

**Schedule**

On 5/29/2015

**Evidence of Completion**

Parent Contact Log

**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	Participate in Professional Development on how to implement the DCPS Instructional Framework Model...I do, We do, You do, through common planning time, weekly grade level meetings with Reading Coach	Spasoff, Mariah	9/21/2014	Weekly PLC/common planning meetings with Reading Coach and Reading Interventionist, bi-weekly data meetings, and lesson plan and data notebook documentation. Resources Available to Support the Goal - District Specialists - Curriculum Guides and Assessments - Reading Coach - Reading Interventionist - Coaching Cycle/Lesson Study - Program Materials - i-Ready/Ready Common Core - Language Arts Florida Standards - FSA Test Items Specifications - Webb's Depth of Knowledge	5/31/2015 weekly
G1.B1.S2.A1	Deliver appropriately-paced lessons that allow all students an opportunity to practice new skills and strategies.	Riquelme, Elena	9/21/2014	Lesson Plans, Classroom Observations, Student Data	5/31/2015 weekly
G1.B1.S3.A1	Plan and implement lessons using complex texts and the continuum for determining text complexity incorporating high-order questioning and student-led discussions.	Malone, Tracey	10/19/2014	Student work/data, interactive journals, anecdotal notes, Classroom Observations	12/31/2014 monthly
G2.B1.S1.A1	Collaboration on Lesson Design and Gradual Release Model.	Malone, Tracey	9/21/2014	- Lesson plan documentation - Minutes from meetings.	5/31/2015 weekly
G2.B1.S2.A1	Collaborate and design lessons to participate in a lesson study cycle.	Malone, Tracey	9/21/2014	Lesson Plans, Reflection Documentation	5/31/2015 biweekly
G2.B1.S3.A1	Read and share articles found in professional development text.	Malone, Tracey	9/21/2014	Meeting Minutes and Teacher Feedback/Reflection	5/31/2015 monthly
G2.B1.S4.A1	Visit other classrooms to observe implementation of Gradual Release across various Grade Levels.	Spasoff, Mariah	11/16/2014	Collaborative Planning and Observation Notes	3/31/2015 monthly
G3.B1.S1.A1	Collaborate on lessons and their design on how to teach text features, graphs, and charts.	Malone, Tracey	11/2/2014	Meeting Minutes, Lesson Plans	3/31/2015 biweekly
G3.B1.S2.A1	Using complex text to support science lessons.	Malone, Tracey	9/28/2014	Lesson Plans	3/31/2015 biweekly

**Duval - 2301 - Beauclerc Elementary School - 2014-15 SIP**  
*Beauclerc Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S3.A1	Collaborative planning with Reading Teachers to discuss low-level readers and decide on an action plan.	Malone, Tracey	10/24/2014	Meeting Minutes	5/31/2015 one-time
G5.B1.S1.A1	Link an engaging activity or performance with all academic nights.	Price, Susan	1/5/2015	Calendar of Events, Attendance Record	2/27/2015 one-time
G5.B1.S2.A1	Establish welcome area for business partners and community members to show appreciation.	Price, Susan	11/24/2014	Checklist	5/29/2015 one-time
G5.B1.S3.A1	Plan announcements for students on the morning news.	Price, Susan	9/1/2014	News recordings, Attendance logs	5/29/2015 one-time
G5.B1.S4.A1	Purchase Dinner and/or Refreshments	Price, Susan	8/18/2014	Checklist, Receipts	5/29/2015 one-time
G6.B1.S1.A1	Continuously support students and use data to drive instruction.	Malone, Tracey	10/24/2014	Performance Task, Interactive Journals, Lesson Plans, Student Work	5/29/2015 one-time
G6.B1.S2.A1	Teachers will use this data to create and differentiate lessons.	Riquelme, Elena	9/21/2014	Lesson Plans, Data Notebook	5/31/2015 daily
G6.B1.S3.A1	Teacher will communicate with the parent weekly documenting and discussing results on assessments and performance in class.	Price, Susan	9/21/2014	Parent Contact Log, Student Planners, Student Data Notebooks, Grade Portal	5/31/2015 weekly
G6.B1.S4.A1	Teachers will create and utilize parent logs to ensure that parents are being frequently contacted and content documented.	Price, Susan	8/18/2014	Parent Logs	5/29/2015 one-time
G1.B1.S1.A2	Plan and implement lessons following DCPS Instructional Framework with Reading Coach and grade level teams during weekly common planning time.	Spasoff, Mariah	9/21/2014	Classroom walk-throughs, informal, and formal observations will provide data for progress monitoring each teacher's performance in relation to attaining the desired effect of strategies used and if they are increasing student achievement. Teacher's Deliberate Practice Plan will show growth on the use of a specific element in relation to reaching the desired effect of the element to increase student achievement.	5/31/2015 weekly
G1.B1.S2.A2	Plan and Implement lessons following the DCPS Instructional Framework with the Reading Coach and grade level teams during weekly Common Planning time, Early Release Trainings, and Grade Level meetings.	Malone, Tracey	10/19/2014	Common Planning and Grade Level meeting minutes...Lesson Plans	5/31/2015 weekly
G1.B1.S3.A2	Incorporate writing-based performance tasks where students will be asked to respond to one or more text-based questions and cite evidence from the text to support their answers.	Malone, Tracey	10/31/2014	Lesson Plans, Student work/data, interactive journals, anecdotal notes, Classroom Observations	12/31/2014 monthly
G5.B1.S2.A2	Call business partners and community resources to request participation dates.	Price, Susan	11/16/2014	Phone Logs, Calendar of Events	5/29/2015 one-time
G5.B1.S3.A2	Encourage teachers to promote family events and provide incentives for attendance.	Price, Susan	8/18/2014	Attendance Logs	5/29/2015 one-time
G5.B1.S4.A2	Call Business Partners and Community Partners	Price, Susan	8/18/2014	Phone Log, Participation Rate	5/29/2015 one-time
G6.B1.S1.A2	Monitor the progress students are making on assessments and create future lessons that allow opportunity for struggling students to learn new skills.	Malone, Tracey	10/24/2014	Performance Task, Interactive Journals, Lesson Plans, Student Work	5/29/2015 one-time
G6.B1.S2.A2	Keep an individualized notebook on each students' progress.	Riquelme, Elena	9/21/2014	Data Notebook, Student Work	5/31/2015 daily

**Duval - 2301 - Beauclerc Elementary School - 2014-15 SIP**  
*Beauclerc Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S3.A2	Encourage parents to participate in parent activities at school and check planners daily.	Price, Susan	9/7/2014	Parent Contact Log, Sign-In Sheets for events, Student Planners	5/31/2015 monthly
G6.B1.S4.A2	Teachers will communicate with the parent weekly documenting and discussing results on assessments and performance in class.	Price, Susan	8/18/2014	Parent Contact Log	5/29/2015 one-time
G1.B1.S1.A3	Deliver appropriately paced lessons that allow students an opportunity to practice new skills and strategies and apply rigorous standards-based, data-driven instruction.	Riquelme, Elena	9/21/2014	Observation of data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and data notebooks will display evidences of both staff and student growth.	5/31/2015 weekly
G1.B1.S2.A3	Participate in PD on how to implement the DCPS Instructional Framework Model (Gradual Release--I Do, We Do, You Do) through Common Planning time, Early Release Trainings and Grade Level meetings with the Reading Coach.	Malone, Tracey	9/21/2014	Lesson Plan and Classroom Observations	3/31/2015 monthly
G1.B1.S3.A3	Participate in PD related of how to select grade-level appropriate, complex text that provide rigor for all students.	Malone, Tracey	10/31/2014	Lesson Plans, PD agendas, Classroom Observations	12/31/2014 monthly
G6.B1.S1.A3	Participate in professional development, plan lessons and differentiate to meet struggling students' needs.	Malone, Tracey	10/24/2014	Meeting Minutes, Common Planning Time, Lesson Plans, Data Collection, Anecdotal Notes	5/29/2015 one-time
G6.B1.S2.A3	Teachers will use assessment and teacher data to track the proficiency of students.	Riquelme, Elena	9/21/2014	Lesson Plans, Data Notebook	5/31/2015 daily
G6.B1.S3.A3	Provide parents with strategies to implement at home.	Price, Susan	9/14/2014	Parent Contact Logs, Sign-In Sheets for events	5/31/2015 monthly
G6.B1.S4.A3	Teachers will create ways for parents to be involved in lessons with their child through teacher websites, blogs, newsletters or email with home learning and through maintaining updated grade portals, etc.	Riquelme, Elena	10/24/2014	Teacher modes of Communication, Grade Portal	5/29/2015 one-time
G1.MA1	CGAs iReady Achieve 3000 Informal and Formal Assesments Interactive Journals Student Works	Riquelme, Elena	9/21/2014	Student increase their reading level achievement.	5/31/2015 monthly
G1.B1.S1.MA1	Lesson plans that include the DCPS Instructional Framework, classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, Coaching Cycle feedback forms.	Price, Susan	10/24/2014	CGAs iReady Achieve 3000	5/29/2015 one-time
G1.B1.S1.MA1	All teachers will participate in professional development focusing on how to implement the DCPS Instructional Framework Model. I do, we do, you do. During daily common planning time/weekly grade level meetings, the Reading Coach will provide support, using the DCPS Coaching Cycle. The coach will document sessions and follow-up with administration during weekly Leadership Meetings in order to communicate needs within the school. Administration will monitor lesson plans and observe instruction in order to ensure proper implementation of the DCPS Instructional Framework.	Spasoff, Mariah	10/24/2014	Lesson Plans Agendas Data Logs	5/29/2015 one-time



**Duval - 2301 - Beauclerc Elementary School - 2014-15 SIP**  
*Beauclerc Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Lesson plans that include the DCPS Instructional Framework, classroom walkthrough, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms.	Price, Susan	10/24/2014	CGAs, iReady, Achieve 3000	5/29/2015 one-time
G1.B1.S2.MA1	All teachers will participate in weekly PD focusing on how to implement the DCPS Instructional Framework Model (I Do, We Do, You Do). During common planning, weekly grade level meetings, and early release trainings, the Reading Coach will provide support using the DCPS Coaching Cycle. The Reading Coach will document sessions and follow-up with administration during weekly Leadership meetings in order to communicate needs within the school. The Reading Coach and administration will also monitor lesson plans and observe instruction in order to ensure proper implementation of the DCPS Instructional Framework.	Spasoff, Mariah	10/24/2014	Lesson Plans, Agendas, Data Logs	5/29/2015 one-time
G1.B1.S3.MA1	Lesson plans (to include use of complex text/novel studies), classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms.	Spasoff, Mariah	10/24/2014	CGAs, iReady, Achieve 3000	5/29/2015 one-time
G1.B1.S3.MA1	All teachers will participate in PD related to how to select grade-level appropriate, complex text that provide rigor for all students. In grades 3-5, teachers will plan and implement lessons for novel studies that will promote opportunities for accountable talk. The Reading Coach will provide support to all teachers in selecting and using appropriate texts that are both rigorous and engaging to students. Administration will observe classroom instruction to monitor the implementation of using complex text in all classrooms. The assigned District Literacy Specialist will provide support as needed.	Malone, Tracey	10/24/2014	Lesson Plans, Observation Logs	5/29/2015 one-time
G2.MA1	We will use CGA data, i-Ready, Achieve 3000, Teacher Assessments, Exit Tickets, Interactive Journals, and Florida Assessment data to determine the progress of our students.	Price, Susan	10/26/2014	Data chats, iReady and Achieve 3000 results	5/31/2015 monthly
G2.B1.S1.MA1	Observations will be conducted to document increased use of the gradual release model in math.	Price, Susan	10/24/2014	Logs, Feedback Forms	5/29/2015 one-time
G2.B1.S1.MA1	Minutes from the collaborative meetings will be reviewed and meetings may be attended by administration. Observations will be conducted to analyze implementation.	Spasoff, Mariah	10/24/2014	Lesson Plans, Agenda Minutes, Observations	3/31/2015 one-time
G2.B1.S2.MA1	Track data to ensure the implementation of lesson study has an impact on student data.	Price, Susan	10/24/2014	Data Notebook Logs	5/29/2015 one-time

**Duval - 2301 - Beauclerc Elementary School - 2014-15 SIP**  
*Beauclerc Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Attend lesson study sessions with teachers, observe the lessons, and provide feedback.	Spasoff, Mariah	10/24/2014	Lesson Plans, Logs, Agendas	5/29/2015 one-time
G2.B1.S3.MA1	Track the effectiveness of the selected PD Text using the research and the complexity continuum.	Spasoff, Mariah	10/24/2014	Researchable Results	5/29/2015 one-time
G2.B1.S3.MA1	Attend meetings and listen to the conversations around the text.	Malone, Tracey	10/24/2014	Agendas, Lesson Plans	5/29/2015 one-time
G2.B1.S4.MA1	Observe the teachers to see if there is a change in practice based on observing others.	Price, Susan	10/24/2014	Observation forms and feedback	5/29/2015 one-time
G2.B1.S4.MA1	Set up a schedule to allow for teachers to observe one another and attend the observation with them.	Spasoff, Mariah	10/24/2014	Teacher anecdotal notes, Observation schedules	5/29/2015 one-time
G3.MA1	Current student data will be analyzed immediately utilizing CGAs, iReady, and Achieve 3000	Price, Susan	11/2/2014	Data Collection/Data Notebook	5/31/2015 monthly
G3.B1.S1.MA1	Observe the use of reading strategies in the science classroom and provide feedback to teachers.	Spasoff, Mariah	10/24/2014	Lesson Plans, Observation Notes, Logs	5/29/2015 one-time
G3.B1.S1.MA1	Work with science teachers to ensure they have an understanding of the reading strategies students are learning in reading class.	Price, Susan	8/18/2014	Lesson Plans, Observation Notes, Logs	5/29/2015 one-time
G3.B1.S2.MA1	Evaluate the level of science text used during collaboration using research-based measures and text complexity continuum.	Malone, Tracey	10/24/2014	Student data collection	5/29/2015 one-time
G3.B1.S2.MA1	Teachers should be collaborating on the texts they are choosing for their lessons and discussing the complexity levels. This will be monitored through discussions at our weekly meetings.	Malone, Tracey	10/24/2014	Agenda Minutes, Students utilizing high-level text	5/29/2015 one-time
G3.B1.S3.MA1	Student data from CGAs, iReady, Achieve 3000, and other assessments will be monitored.	Malone, Tracey	10/24/2014	Data Collection/Data Notebook, Data Chats attendance	5/29/2015 one-time
G3.B1.S3.MA1	Weekly meetings will be attended by administration and the minutes will be reviewed weekly.	Price, Susan	9/21/2014	Minutes, Lesson Plans	5/31/2015 weekly
G4.MA1	Lesson Plans, Centers Activities, Rigorous Spanish Activities	Price, Susan	9/21/2014	Walkthroughs, Informal and formal evaluations, data chats	5/31/2015 weekly
G5.MA1	- iReady - Achieve 3000 - CGs	Price, Susan	8/18/2014		5/29/2015 one-time
G5.B1.S1.MA1	Track effectiveness of the event through surveys.	Price, Susan	10/24/2014	Survey Results	5/29/2015 one-time
G5.B1.S1.MA1	Monitor the event for effectiveness and efficiency. Gather parental feedback.	Price, Susan	10/24/2014	Checklist Notes, Attendance Record	5/29/2015 one-time
G5.B1.S2.MA1	Evaluate the effectiveness of family nights.	Price, Susan	10/24/2014	Checklists, Surveys, Attendance Logs	5/29/2015 one-time
G5.B1.S2.MA1	Check meeting minutes to ensure that business partners and community members are scheduled to attend.	Price, Susan	10/24/2014	Checklist Notes from Meetings, Minutes	5/29/2015 one-time
G5.B1.S3.MA1	Track the number of people who attended in comparison to the previous year.	Price, Susan	8/18/2014	Sign-in Sheets/Attendance Records	5/29/2015 one-time
G5.B1.S3.MA1	Check to ensure that all teachers have the incentives prepared to advertise.	Price, Susan	8/18/2014	Student Surveys	5/29/2015 one-time
G5.B1.S4.MA1	Track inventory of food and profit from sales	Price, Susan	8/18/2014	Spreadsheet, Profits to School	5/29/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S4.MA1	Monitor Food Stations	Price, Susan	8/18/2014	Checklist	5/29/2015 one-time
G6.MA1	Assessment data will be monitored regularly and Academic Improvement Plans will be created based on the results of the data. Each student/parent will understand their plan and the improvements needed to increase proficiency.	Price, Susan	10/24/2014	Increased student proficiency in all content areas and grade levels.	5/29/2015 one-time
G6.B1.S1.MA1	Data Chats, Common Planning with minutes, Formal/Informal Observations, Lesson Plan with evidence of differentiated instruction.	Price, Susan	10/24/2014	Assessments, Lesson Plans, Logs	5/29/2015 one-time
G6.B1.S1.MA1	Participate in professional development, plan lessons and differentiate to meet struggling students' needs.	Malone, Tracey	10/24/2014	Meeting Minutes, Common Planning Time, Performance Tasks, Interactive Journals, Lesson Plans, Student Work	5/29/2015 one-time
G6.B1.S2.MA1	Data Chats, Common Planning with minutes, Formal/Informal Observations, Lesson plan with evidence of differentiated instruction.	Price, Susan	10/24/2014	Assessments, Lesson Plans, Logs	5/29/2015 one-time
G6.B1.S2.MA1	Teachers will use assessment and teacher data to track the proficiency of students.	Price, Susan	8/18/2014	Lesson Plans, Data Notebook	5/29/2015 one-time
G6.B1.S3.MA1	Orientation, Open House, Lunch with Grandparents, Family Nights, i-Dads, i-Moms, Science Night, Math Night, Dual Language Performances, FCAT Night		Parent Logs, Parent Portal, Sign-In Sheets for Events	once	
G6.B1.S3.MA1	Provide parents with strategies to implement at home.	Price, Susan	8/18/2014	Parent Contact Logs, Sign-In Sheets for events	5/29/2015 one-time
G6.B1.S4.MA1	Weekly communication with parents.	Price, Susan	8/18/2014	Parent Contact Log	5/29/2015 one-time
G6.B1.S4.MA1	Teachers will communicate with the parent weekly documenting and discussing results on assessments and performance in class.	Price, Susan	8/18/2014	Parent Contact Log, Grade Portal	5/29/2015 one-time

## 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.** Goal: Increase the percentage of proficiency (3 or above) on the 2015 State Reading Assessment by 10% or more at each grade level. Increase the percentage of students scoring level 4 and above by 10%.

**G1.B1** Students Reading Below Grade Level. Inconsistent guided reading and small group instruction across the grade levels. Teachers lack of understanding on how to effectively apply relevant student data to their instruction.

**G1.B1.S1** Literacy teachers will differentiate instruction through daily rotations as noted in the Districts Instructional framework.

### PD Opportunity 1

Participate in Professional Development on how to implement the DCPS Instructional Framework Model...I do, We do, You do, through common planning time, weekly grade level meetings with Reading Coach

#### Facilitator

Tracey Malone Reading Interventionist

#### Participants

K-5 Literacy Teachers

#### Schedule

Weekly, from 9/21/2014 to 5/31/2015

### PD Opportunity 2

Plan and implement lessons following DCPS Instructional Framework with Reading Coach and grade level teams during weekly common planning time.

#### Facilitator

Mariah Spassoff Tracey Malone Teacher Leaders Reading Interventionist

#### Participants

K-5 Literacy Teachers, Reading Interventionist, and Reading Coach

#### Schedule

Weekly, from 9/21/2014 to 5/31/2015

### **PD Opportunity 3**

Deliver appropriately paced lessons that allow students an opportunity to practice new skills and strategies and apply rigorous standards-based, data-driven instruction.

#### **Facilitator**

Vanessa Mangual, Principal Mariah Spassoff, Assistant principal Jeffrey Royal, Assistant Principal

#### **Participants**

K-5 Literacy Teachers, Reading Interventionist, and Reading Coach

#### **Schedule**

Weekly, from 9/21/2014 to 5/31/2015

## 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