Gregory Drive Elementary School

2014-15 School Improvement Plan

Gregory Drive Elementary School

7800 GREGORY DR, Jacksonville, FL 32210

http://www.duvalschools.org/gde

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	69%

Alternative/ESE Center	Charter School	Minority
No	No	75%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission/vision is…
We will create a positive learning environment where all children feel safe and happy. We will ensure that every single day, every single child is afforded the opportunity to experience success.

Provide the school's vision statement

Our mission/vision is…
We will create a positive learning environment where all children feel safe and happy. We will ensure that every single day, every single child is afforded the opportunity to experience success.

School Environment

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

The school learns about students' cultures and builds relationships by completing student surveys and interviews at the beginning of the school year. Teachers gain knowledge of students and integrate this information within their instruction as to build relationships and so that students will have connections to the content being presented. We also have a multicultural library that has a variety of cultures represented. A team of teachers created lesson plans to teach reading strategies with the texts. Teacher can use this as a resource for authentic literature that encompasses the cultures represented within their classrooms.

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

We work really hard to create an environment where students feel safe and respected. We work to ensure that students are given a voice in decisions made for rewards and consequences. We work to create an environment in which responsible reporting is expected of students and teachers. This allows opportunities for children to be heard and respected. Also, students are given multiple chances to make the correct choices in difficult situations before they are levied with a harsh consequence.

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

The school-wide discipline plan is as follows...
Students should be encouraged to formulate habits of self-discipline. Classes should develop their own standards for behavior. When forming your classroom rules, REMEMBER THE THREE F's: Be FIRM, FRIENDLY and FAIR to each child. Once your class rules have been established, please submit a copy of the rules to the principal.
Our school uses the card system in order to monitor student behavior. Each student should have a pocket with their name on it. There are five colors. Each color has the following meaning and/or consequence:
• Blue Card – Great Day
• Red Card – Warning

- Orange Card – Time out and/or phone call to parent
- Green Card – Teacher intervention, phone call to parent, and/or letter sent home
- Yellow Card – Referral to an administrator

If a referral is warranted, please follow the sample provided when writing the referral. When completing the referral, please provide as much information as needed so that the referral can be processed quickly and fairly.

Training is provided for teachers during pre-planning and readdressed throughout the school year as needed,

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

The school ensure that the social-emotional needs of the students are being met by ensuring that classrooms are a place in which children feel safe and accepted. If children have additional needs, they are referred to the guidance counselor. Depending upon the needs of the student, they may be referred for outside services, i.e. Westside Full Service Schools.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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?

Yes

PIP Link

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

Description

Please see Parental Involvement Plan.

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

The school builds and sustains partnership with the local community by offering workshops and family oriented events that encourage them to be involved at the school. We also offer business partnerships options in which we can support them. As a result, the relationship isn't seen as a one way avenue, but we are truly supporting each other to build a community of engagement and learning.

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
Williams Scott, Andrea	Principal
Hammond, Roger	Instructional Coach
Howard, Judy	Other
Walker, Yolanda	Instructional Coach

Duties

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

The team will meet biweekly to review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also regularly collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The school leadership team meets bi-weekly to discuss the implementation of curriculum and the allocation of resources. During the meeting decision are made as to whether shifts are needed in order to meet students' needs. Team leaders also request systems to address areas of concern on their grade level.
Title I funds are used in a variety of ways. Majority of the funds are used to purchase classroom

materials including guided reading books, fund field trips to provide students with educational experiences, and to provide professional development for teacher's on best practices and effective instructional strategies. In addition, these funds are used to provide extended learning activities for students, particularly after-school tutoring and Saturday School. We are a Breakfast in the Classroom (BIC) school. This means that all students regardless of economic status receive a breakfast each morning. Having this nutritional program has allowed children to be more focused because they have all receive nourishment which assist them in being ready to learn. Our school was certified this school year to allow all students (regardless of socioeconomic status) to receive a free lunch.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Andrea Williams-Scott	Principal
Mike Hammette	Business/Community
Judy Howard	Teacher
Deborah Bankhead	Education Support Employee
Tasha Nidiffer	Parent
Dante Jefferson	Parent

Duties

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

Evaluation of last year's school improvement plan

Last year's school improvement plan proved to be vital in propelling our school forward. The focuses from last year, small group differentiated instruction and implementing the gradual release model, were beneficial in increasing our school grade. Many of the strategies were implemented with fidelity.

Development of this school improvement plan

The involvement of the SAC in the development of the school improvement plan was reviewing the plan and questioning things that were unclear. It provided the school with an avenue to hone the focuses and language of the school improvement plan.

Preparation of the school's annual budget and plan

The school's annual budget was diminished this year due to smaller enrollment. SAC assisted the school in making critical decisions as it relates to personnel and resources for the school.

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

The projected us of the school improvement funds are: Incentives for students participating in participating in Saturday School, purchasing enhancement materials for reading (including carpets needed for centers), math manipulatives and manipulatives/activities needed to promote/incorporate our school theme of Science, Technology, Engineering and Math (STEM).

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

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

Literacy Leadership Team (LLT)

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

Name	Title
Williams Scott, Andrea	Principal
Walker, Yolanda	Instructional Coach
Howard, Judy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT for this school year is to have students read several books from a variety of genres and increase the accuracy/fluency of all students. The LLT will also plan literacy activities that will engage all learners and encourage vertical learning activities for primary and intermediate students.

Public and Collaborative Teaching

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

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

The school's strategy to encourage positive working relationships between teachers for collaborative planning for instruction is to have coaching cycles/lesson studies with grade levels and vertical teams. Vertical articulation take place quarterly. Collaborative planning per grade level and/or department takes place biweekly.

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

1. Conducting thorough interviews in order to ensure that new applicants have a clear understanding of the work ethic, commitment and professional growth expectations for all faculty members.- Persons Responsible: Principal, Assistant Principal, Instructional Coach, Grade Level Chairpersons, and Lead ESE Teacher
2. Maintain a supportive, collaborative, learning community and consistently extend professional growth opportunities for teachers based on their individual needs. - Persons Responsible: Principal, Assistant Principal
Instructional Coach, and Grade Level Chairpersons
3. Provide and assign Grade Level Mentors and Instructional Coaches to assist with individual teacher instructional needs. - Persons Responsible: Principal and Assistant Principal
4. Invite new teachers to a beginning teacher professional learning community (PLC) wherein they will participate in a book talk as well as be trained on technology resources and best practices. The PLC lasts approximately 13-16 weeks. - Persons Responsible: Principal, Assistant Principal, Coaches, and Teacher Leaders

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

Each new teacher to Gregory Drive Elementary receives a a mentor. The mentor is paired based upon their knowledge bass/teaching background and the needs of the individual teachers. Mentors meet with their
mentees weekly as well as whenever needed. The beginning teacher PLC is used in lieu of the weekly mentor meeting unless the new teacher has other needs/concerns.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The administration ensures that the core instructional programs and materials are aligned to Florida standards by completing classroom walk-throughs and observations. After classroom walkthroughs, written feedback and/or face-to-face feedback is given. The administration follows-up with the teachers to ensure that the next steps have been completed.

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

Each teacher is expected to implement small group, differentiated instruction every day. The expectation is that the at least two teacher led groups occur each day. The small group is based upon data gained via district assessments, school-wide assessments, and grade level based common assessments. Students receive assistance on the areas in which their aren't proficient. If students are proficient in all standards, they work with the teacher on enrichment strategies to either increase their level of proficiency or maintain their level of proficiency.

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: Weekend Program

Minutes added to school year: 1,620

Saturday School is open to all 3rd-5th grade students. During Saturday School, third grade students receive additional reading and math instruction. Fourth grade students receive additional reading, math and writing instruction. Fifth grade students receive additional reading, math and science instruction. Planned activities for Saturday School are highly engaging and enjoyed by the students. Classroom size is capped at 15.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Data from the district based assessments is used to determine what will be taught/retaught in Saturday School. Standards in which the grade level showed a weakness is taught during Saturday School. The administration and coaches work diligently to plan lessons that are engaging for students and teachers. The effectiveness of the strategy is analyzed by looking at how students scored on these standards during mini-assessments given throughout the course of Saturday School.

Strategy: Weekend Program

Minutes added to school year: 2,400

Saturday School will be implemented on Saturdays beginning in January. The targeted audience for Saturday School is intermediate students only. During Saturday School, students will receive additional instruction in core academic areas. The benchmarks to be taught are selected by administration based on the baseline and quarterly assessments given to the students. Benchmarks that are low will be taught using engaging methods to ensure students' full participation.

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Students' assessment scores on the benchmarks covered in Saturday School is tracked to see if the lessons and engagement strategies in Saturday School are effective.

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

During pre-planning an orientation is held for students and parents to acclimate them to Gregory Drive Elementary and communicate school expectations.
During the first 45 days of enrollment, Kindergarten students are given an assessment: Florida Kindergarten Readiness Assessment (FLKRS). The data from these assessments is used to group students for differentiated instruction and to provide immediate intensive intervention (iii).
Toward the end of the school year, we will invite area day care providers to visit our school to give upcoming kindergartners a preview of our school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

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

School Improvement Goals

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

Problem Solving Key

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

 1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. To increase reading proficiency for all students and subgroups by 16%

G2. To increase science proficiency to by 13%.

G3. To increase math proficiency for all students by 10%.

G4. To increase students' proficiency in writing by 14% as evidenced by a score of 3.5 or higher on the 2015 administration of the Florida Standards Assessment (FSA)

G5. To increase the percentage of students making learning gains in math from 71% to 80%.

G6. To increase students learning gains in reading from 60% to 70%.

Strategic Goals Detail

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

G1. To increase reading proficiency for all students and subgroups by 16% `1a`

🔍 G047624

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- A full-time interventionist to assist teachers by working with students who are below grade level in order to increase their reading proficiency.

- Text-Talk and Marzano's Six-Step Process for teaching Academic Vocabulary.

Targeted Barriers to Achieving the Goal `3`

- Many of the students aren't reading on grade level.

- Many students don't use academic vocabulary when they speak or write.

Plan to Monitor Progress Toward G1. `8`

Teachers, with guidance from administration and coaches, will use the data collected from varies data sources to inform their instruction. This data will be used to tier tasks and differentiate assignments.

Person Responsible

Schedule

Evidence of Completion

Evidence of completion will include teachers' lesson plans, small group plans, student tasks that are tiered and based on student data, as well as students' progress toward meeting mastery.

G2. To increase science proficiency to by 13%. [1a]

🔍 G047625

Targets Supported [1b]

Indicator	Annual Target

Resources Available to Support the Goal [2]

Targeted Barriers to Achieving the Goal [3]

- Students lack exposure to content related vocabulary.

- Students don't read nonfiction text in their leisure. Therefore, they aren't proficient at using comprehension strategies when interacting with a nonfiction text which is necessary to build their background knowledge about science concepts and science based inquiry.

Plan to Monitor Progress Toward G2. [8]

Teachers will use the data collected throughout units to plan for remediation lessons, tiering of assignments, and science centers.

Person Responsible

Schedule

Evidence of Completion

Data notebooks kept by administration, coaches and teachers will provide evidence of monitoring.

G3. To increase math proficiency for all students by 10%. `1a`

🔍 G047626

Targets Supported `1b`

Indicator	Annual Target
	67.0

Resources Available to Support the Goal `2`

- Classroom substitutes to allow teachers planning time. Access to computers and internet for students to complete online activities.

Targeted Barriers to Achieving the Goal `3`

- Students lack mastery of prerequisite skills from previous grade levels..

- Teachers need a deeper understanding of the content knowledge in order to effectively present material to students..

Plan to Monitor Progress Toward G3. `8`

District wide assessments will be used as monitoring towards the overall goal and as an indicator for the effectiveness of strategies being implemented.

Person Responsible

Andrea Williams Scott

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Data from district wide assessments will used as evidence to determine the level of progress towards meeting the goal.

G4. To increase students' proficiency in writing by 14% as evidenced by a score of 3.5 or higher on the 2015 administration of the Florida Standards Assessment (FSA) `1a`

`G047627`

Targets Supported `1b`

Indicator	Annual Target
	60.0

Resources Available to Support the Goal `2`

- Online Resources: FLDOE Practice Assessment
- District Mandated Curriculum

Targeted Barriers to Achieving the Goal `3`

- Lack of Expectations (What does the FSA look like?)
- Lack of student Technology proficiency/Timed

Plan to Monitor Progress Toward G4. `8`

Student writing drafts will be collected and analyzed in order to monitor for effective implementation of strategies.

Person Responsible

Yolanda Walker

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Increase in student writing proficiency as evidenced by district writing prompts, daily writing tasks aligned to rubrics, and student writing drafts..

G5. To increase the percentage of students making learning gains in math from 71% to 80%. `1a`

🔍 G047628

Targets Supported `1b`

Indicator	Annual Target
	80.0

Resources Available to Support the Goal `2`

- Access to online resources and District approved curriculum.

Targeted Barriers to Achieving the Goal `3`

- Students are unable to apply concepts when presented in varying formats

- Students lack fluency of basic facts.

Plan to Monitor Progress Toward G5. `8`

District and state wide assessments

Person Responsible
Andrea Williams Scott

Schedule
Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion
District and state assessment data.

G6. To increase students learning gains in reading from 60% to 70%. `1a`

G047629

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

-

Targeted Barriers to Achieving the Goal `3`

- Lack of exposure to nonfiction text in all grade levels.

- Lack of intensive differentiated instructional time spent with bubble students, who requires more time to make gains.

Plan to Monitor Progress Toward G6. `8`

Curriculum guide assessments, commonly developed teacher developed assessments, computer based assessments and student work will be used in order to monitor the effectiveness of implementation.

Person Responsible

Andrea Williams Scott

Schedule

On 6/5/2015

Evidence of Completion

Benchmark item analysis of District-wide assessments and teacher developed assessments aligned to standards.

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase reading proficiency for all students and subgroups by 16% `1`

🔑 G047624

G1.B1 Many of the students aren't reading on grade level. `2`

🔑 B118592

G1.B1.S1 Teachers will provide intensive, small group instruction in order to remediate students who are reading below grade level at least 2-3 times per week. `4`

🔑 S130355

Strategy Rationale

Action Step 1 `5`

Intensive small group remediation for reading.

Person Responsible

Judy Howard

Schedule

On 6/5/2015

Evidence of Completion

Evidence will include teachers' lesson plans, small group plans, student tasks that are tiered and based on student data, as well as students' progress toward meeting mastery.

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

Fidelity of the meetings will be monitored via the meeting minutes submitted to administration after the meetings, as well as the attendance of the administration and coaches.

Person Responsible

Schedule

Evidence of Completion

Evidence of the implementation will be captured via discussions with the administration team and anecdotal notes taken by administration and coaches as they monitor.

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

Monitoring of effectiveness will include tracking the progress of the students holistically and via subgroups. Points of data that will be tracked closely are district based assessments, reports from computer based programs, and grade level created assessments.

Person Responsible

Schedule

Evidence of Completion

Evidence of monitoring will result in data notebooks kept by administration, coaches and classroom teachers.

G1.B1.S2 A full-time reading interventionist is on campus to assist teachers by working with students who are below grade level in order to increase their reading proficiency. `4`

🔑 S133238

Strategy Rationale

Action Step 1 `5`

Remediate students who are reading below grade level.

Person Responsible

Judy Howard

Schedule

On 6/5/2015

Evidence of Completion

Small group plans maintained by the classroom teachers and reading interventionists; students' data.

G1.B2 Many students don't use academic vocabulary when they speak or write. `2`

🔑 B118593

G1.B2.S1 K-2 teachers will use and implement Text-Talk with fidelity. 3-5 teachers will use and implement Marzano's Six Step Process for Teaching Academic Vocabulary daily. `4`

🔑 S130356

Strategy Rationale

Action Step 1 `5`

Teachers will use data collected from curriculum guide assessments, commonly developed assessments to determine the effectiveness of implementation of Text-Talk and Marzano's Six Step Process for Teaching Academic Vocabulary.

Person Responsible

Yolanda Walker

Schedule

On 6/5/2015

Evidence of Completion

Data from district-wide assessment will be tracked and monitored by teachers as well as the Administrative team including coaches. Teacher's lesson plans will be monitored for implementation of Text-Talk and Marzano's Six Step Process for Teaching Academic Vocabulary.

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

Records of teacher's participation and attendance during data days and grade level meetings will be monitored for implementation.

Person Responsible

Schedule

Evidence of Completion

Notes and data collected will be monitored by administrations and coaches.

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

Minutes taken from grade level meetings, notes of attendance and participation from data days.

Person Responsible

Schedule

Evidence of Completion

Notes, data, and attendance will be collected and monitored by administration and coaches with fidelity.

G1.B2.S2 School wide word walk where grade appropriate vocabulary words will be displayed in appropriate areas of the school. Vocabulary will be color coded by grade level and each word will contain a definition, picture and an example of each word. 4

Strategy Rationale

S130357

Action Step 1 5

Teachers will use data collected from curriculum guide assessments, commonly developed assessments, computer based assessments to determine the effectiveness of implementation of Text-Talk and Marzano's Six Step Process for Teaching Academic Vocabulary.

Person Responsible

Yolanda Walker

Schedule

On 6/5/2015

Evidence of Completion

This process will be monitored by administration and coaches.

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

Administration and (or) coaches will conduct all Coaching Learning Cycles and Professional Learning Communities in a timely manner for teachers to effectively implement new curriculum and best practices for implementing the curriculum.

Person Responsible

Schedule

Evidence of Completion

Administration and coaches will conduct classroom walkthroughs and collect notes as evidence.

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

Notes, Attendance forms, Exit Tickets and Home Learning will be collected from Coaching Learning Cycles and Professional Learning Communities. Debriefings between administration and coaches will take place bi-weekly

Person Responsible

Schedule

Evidence of Completion

Notes from debriefings and continued collaboration among administration and coaches.

G2. To increase science proficiency to by 13%. `1`

`G047625`

G2.B1 Students lack exposure to content related vocabulary. `2`

`B118595`

G2.B1.S1 Teachers will expose and embed science vocabulary while teaching lessons. Teachers will also require that students use content based vocabulary when responding, written and orally, in science. `4`

`S130359`

Strategy Rationale

Action Step 1 `5`

Teachers will collaborate on each grade level to determine essential vocabulary for each science based unit that will be taught. Teachers will plan lessons, tasks and assessments that will embed science based vocabulary.

Person Responsible

Schedule

Evidence of Completion

Evidence of this strategy will be exhibited in the teachers' lesson plans and the students' tasks/assignments.

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

The lesson planning process will be used to monitor the implementation of the process.

Person Responsible

Schedule

Evidence of Completion

Student work that embeds science vocabulary and this is used appropriately.

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

Data that will be collected in order to monitor effectiveness of this strategy is students' assignments/tasks and interactive journals.

Person Responsible

Schedule

Evidence of Completion

Evidence of the completion will include tracking of district assessment data and grade level assessments. In addition, anecdotal notes from administration and coaches.

G2.B2 Students don't read nonfiction text in their leisure. Therefore, they aren't proficient at using comprehension strategies when interacting with a nonfiction text which is necessary to build their background knowledge about science concepts and science based inquiry. 2

🔑 B118596

G2.B2.S1 Teachers will integrate science into their reading and math instruction by giving students real-world situations in order to apply science based knowledge. 4

🔑 S130360

Strategy Rationale

Action Step 1 5

Teacher will use hands-on science experiments that require them to use knowledge gained in math, science and reading classes.

Person Responsible

Schedule

Evidence of Completion

Evidence that the task has been completed would include lesson plans created by the teachers, interactive journals maintained by the students, and student work.

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

Students interactive journals will be reviewed during classroom walk-throughs and observations.

Person Responsible

Schedule

Evidence of Completion

Evidence that the journals have been checked will be notated in anecdotal notes and feedback to the classroom teachers.

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

Data from district based assessment and grade level, content specific assessments will be tracked to ensure that students are able to transfer knowledge gained in reading and math to science based scenarios.

Person Responsible

Schedule

Evidence of Completion

Data notebooks that are maintained by administration, coaches and classroom teachers.

G3. To increase math proficiency for all students by 10%. `1`

G047626

G3.B1 Students lack mastery of prerequisite skills from previous grade levels.. `2`

B118597

G3.B1.S1 Classroom teachers will incorporate differentiated activities during center rotations in order to build background knowledge of prerequisite skills. `4`

S130361

Strategy Rationale

Action Step 1 `5`

Teachers in grades 1-5 will incorporate differentiates math centers in their classrooms, in order to give students the opportunity to practice and refresh prerequisite math skills.

Person Responsible

Roger Hammond

Schedule

Daily, from 9/8/2014 to 6/5/2015

Evidence of Completion

Weekly monitoring of implementation of math centers

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

Classroom observations and walk throughs to monitor implementation of differentiated center activities

Person Responsible

Roger Hammond

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Center rotation charts and small group instruction plans.

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

Teachers will meet with math coach and administration to determine the effectiveness of implementation.

Person Responsible

Roger Hammond

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Increase in student scores on district assessments.

G3.B1.S2 Teachers will meet in vertical professional learning communities, to discuss prerequisite skills that should be a focus in prior grade levels. 4

🔑 S130362

Strategy Rationale

Action Step 1 5

Teacher will meet quarterly in vertical professional learning communities. During these meetings teachers will discuss important prerequisite skills that should be a focus in prior grade levels.

Person Responsible

Andrea Williams Scott

Schedule

Quarterly, from 9/11/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, meeting agendas and artifacts from meetings.

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

Classroom Walk throughs and modeling by math coach as necessary.

Person Responsible

Roger Hammond

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Student scores, adult signatures, and records of completion will be used as evidence of implementation.

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

District assessment data and classroom assessment data will used to determine if the effectiveness of the strategy.

Person Responsible

Roger Hammond

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Increase/Decreases in student score on district assessments will be used to monitor effectiveness.

G3.B2 Teachers need a deeper understanding of the content knowledge in order to effectively present material to students.. `2`

🔍 B118598

G3.B2.S1 Teachers will participate in quarterly math data days, attend early release trainings, and professional learning communities with colleagues. `4`

🔍 S130363

Strategy Rationale

Action Step 1 `5`

Teachers will participate in a math data day that will give them the opportunity to unpack standards with their grade level colleagues in order to plan effective instruction. .

Person Responsible

Andrea Williams Scott

Schedule

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

Evidence of Completion

Sign in sheets and training materials (i.e. literature, presentations, and/or data charts)

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

Records of teacher participation and attendance in math data days will be used to monitor implementation

Person Responsible

Andrea Williams Scott

Schedule

Quarterly, from 9/11/2014 to 6/5/2015

Evidence of Completion

Teacher attendance sheets and participation forms..

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

Class, district and state data will be used to determine effectiveness of the strategy

Person Responsible

Andrea Williams Scott

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Teacher attendance and professional development records

G3.B2.S2 Teachers will participate in coaching cycle to gain a deeper understanding of the content knowledge they are planning to present to students. 4

Strategy Rationale

S130364

Action Step 1 5

Grade level departments will plan and teach model lessons in order to model and implement effective instruction.

Person Responsible

Andrea Williams Scott

Schedule

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

Evidence of Completion

Lesson plans, lesson plan feedback, and observation of the lesson.

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

Weekly classroom observations to ensure all skills are implemented into daily instruction

Person Responsible

Roger Hammond

Schedule

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

Evidence of Completion

Lesson plans and lesson feedback forms.

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

Class room walk throughs and data chats with administration.

Person Responsible

Andrea Williams Scott

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Notes from data chats and classroom walk through forms.

G4. To increase students' proficiency in writing by 14% as evidenced by a score of 3.5 or higher on the 2015 administration of the Florida Standards Assessment (FSA) [1]

🔍 G047627

G4.B1 Lack of Expectations (What does the FSA look like?) [2]

🔍 B118599

G4.B1.S1 All writing teachers will participate in School-based and District Based Professional Development [4]

🔍 S130365

Strategy Rationale

Action Step 1 [5]

All K-5 writing students will participate in school-based/district based professional development opportunities (Collaborative Learning Cycles, Grade Level Specific/Vertical Articulation during ERD

Person Responsible

Yolanda Walker

Schedule

Biweekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Evidence will consist of district writing assessments (Write to Learn), teacher observation and feedback, and student drafts as they work through the writing process.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 [6]

The Administration Team (Principal, Asst. Principal, Reading Coach/Interventionist)

Person Responsible

Andrea Williams Scott

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Informal data will be collected by the administrators and the reading coach in order to provide instructional support to teachers.

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

Expectations for Florida Standards Assessment (FSA)

Person Responsible

Andrea Williams Scott

Schedule

Biweekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Increase in teacher/ student understanding of FSA expectations as evidenced in student writing performance Write To Learn (5th) Achieve 3000 (3-5)

G4.B1.S2 `4`

🔑 S130366

Strategy Rationale

Action Step 1 `5`

Increase teacher knowledge of FSA writing expectations

Person Responsible

Yolanda Walker

Schedule

Biweekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Increase in student writing proficiency as evidenced by written and oral performance tasks correlated to FSA writing rubrics.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 `6`

Teacher Utilization of FSA Rubrics/FLDOE Practice Tests to support writing expectations/ instruction

Person Responsible

Yolanda Walker

Schedule

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

Evidence of Completion

Student writing performance as evidenced from daily writing tasks, Achieve 3000, Write To Learn

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Teacher Utilization of FSA Rubrics/FLDOE Practice Tests to support writing expectations/ instruction

Person Responsible

Yolanda Walker

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Student writing performance as evidenced from daily writing tasks, Achieve 3000, Write To Learn

G4.B1.S3 Writing teachers will provide students opportunities to utilize technology daily through the Write to Learn Program (5th Grade), Achieve 3000 (3-5) `4`

🔍 S130367

Strategy Rationale

Action Step 1 `5`

Person Responsible

Schedule

Biweekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S3 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 `7`

Person Responsible

Schedule

Evidence of Completion

G4.B2 Lack of student Technology proficiency/Timed `2`

`B118601`

G4.B2.S1 Technology opportunities for students to increase efficiency for Timed On-Demand Writing proficiency `4`

`S132987`

Strategy Rationale

Action Step 1 `5`

Daily technology opportunities for students to increase key board skill efficiency

Person Responsible

Andrea Williams Scott

Schedule

Biweekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Increase of student knowledge of technology usage as evidenced through writing produced utilizing Write To Learn/ Achieve 3000. Student writing performance as demonstrated through daily, b-weekly and monthly writing tasks.

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

Daily technology opportunities for students

Person Responsible

Andrea Williams Scott

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Student writing drafts, progress evidenced in online writing program

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

Daily technology opportunities for students

Person Responsible

Yolanda Walker

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Increase in student key board efficiency as evidenced on online writing extended response components.

G5. To increase the percentage of students making learning gains in math from 71% to 80%. 1

G047628

G5.B1 Students are unable to apply concepts when presented in varying formats 2

B118602

G5.B1.S1 Students will work on multiple skills that incorporate blended reviews that incorporate the application of various formats. 4

S130369

Strategy Rationale

Action Step 1 5

Center rotations and small group instruction will be differentiated to meet the needs of students.

Person Responsible

Roger Hammond

Schedule

Daily, from 9/8/2014 to 6/5/2015

Evidence of Completion

Small group instructional calendars.and teacher lesson plans.

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

Classroom walk through and classroom observations

Person Responsible

Andrea Williams Scott

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Classroom feedback documents.

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

Data from district and classroom assessments.

Person Responsible

Andrea Williams Scott

Schedule

On 6/5/2015

Evidence of Completion

Results and analysis of district wide assessments.

G5.B1.S2 Teachers will implement reading across the curriculum with the corporation of Math Mysteries, key phrases and problem solving strategies.. 4

🔑 S130370

Strategy Rationale

Action Step 1 5

Classroom math teachers will integrate reading into math curriculum by using math mysteries and word problems that require students to use comprehensions skills to solve math situations.

Person Responsible

Schedule

Evidence of Completion

Teacher lesson plans.

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

Review of grade level instructional calendar and lesson plans

Person Responsible

Schedule

Evidence of Completion

Access to teachers' digital lesson plans.

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

District and classroom assessments will be used to monitor effectiveness of strategy.

Person Responsible

Schedule

Evidence of Completion

Data chats with teachers about results of assessment data.

G5.B2 Students lack fluency of basic facts. `2`

🔑 B118603

G5.B2.S1 Incorporate incentives for students becoming fluent with basic math facts. `4`

🔑 S133009

Strategy Rationale

Action Step 1 `5`

Students will be rewarded for gaining fluency with grade level appropriate basic math facts.

Person Responsible

Roger Hammond

Schedule

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

Evidence of Completion

Student certificates of mastery of groups of facts.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 `6`

Teachers will monitor progression of facts in the classroom and forward the information to the math coach once students have mastered all levels.

Person Responsible

Roger Hammond

Schedule

Biweekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Students certificates and classroom teacher records

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

Teachers will be allowed to incorporate the program into small group instruction as a tier 2 strategy.

Person Responsible

Roger Hammond

Schedule

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

Evidence of Completion

Student mastery certificates and teacher records.

G6. To increase students learning gains in reading from 60% to 70%. [1]

G047629

G6.B1 Lack of exposure to nonfiction text in all grade levels. [2]

B118604

G6.B1.S1 Teachers will effectively use and implement periodicals with fidelity. [4]

S130371

Strategy Rationale

Action Step 1 [5]

Curriculum guide assessments, commonly developed teacher developed assessments using nonfiction text, computer based assessments and student work will be used to monitor the effectiveness of exposure of nonfiction text.

Person Responsible

Andrea Williams Scott

Schedule

On 6/5/2015

Evidence of Completion

Item analysis of District-wide assessments and teacher developed assessments aligned to standards.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 [6]

Teachers will alternate a.m./p.m. classes while adhering to master schedule

Person Responsible

Schedule

Evidence of Completion

Daily schedules, instructional calendars and district curriculum guides

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

Curriculum guide assessments, commonly developed teacher developed assessments, and student work will be used in order to monitor the effectiveness of implementation.

Person Responsible

Schedule

Evidence of Completion

Benchmark item analysis of District-wide assessments and teacher developed assessments aligned to standards.

G6.B1.S2 Teachers will increase exposure of nonfiction text to students at least three times of week, through the use of technology and small group instruction. `4`

🔑 S130372

Strategy Rationale

Action Step 1 `5`

Will be monitored through the use of teacher small group lesson plans, District wide assessments will be used as monitoring towards the overall goal of increase exposure of nonfiction text.

Person Responsible

Andrea Williams Scott

Schedule

On 6/5/2015

Evidence of Completion

Teacher's small group lesson plans and data from district wide assessments will be used as evidence to determine the level of progress towards meeting the goal.

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G6.B2 Lack of intensive differentiated instructional time spent with bubble students, who requires more time to make gains. `2`

🔑 B118605

G6.B2.S1 The teacher, reading interventionist and daytime tutors will work collaboratively to increase learning gains through intensive differentiated small group instruction for bubble students. `4`

🔑 S130373

Strategy Rationale

Action Step 1 `5`

Intensive small group remediation for bubble students in reading. Data from district-wide assessments, informal and formal assessments from teacher and reading interventionist.

Person Responsible

Judy Howard

Schedule

On 6/5/2015

Evidence of Completion

.Teacher's small group lesson plans and reading interventionist plans, data assessment for students receiving remediation.

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Teachers will participate in Collaborative Learning Cycles (CLC's) and differentiated school-based professional development will be facilitated in order to support effective administration and data analysis of all formative reading assessments.

Person Responsible

Schedule

Evidence of Completion

Effective teacher implementation of assessments as evidenced by closely aligned, data driven instruction.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

All School-based professional development sessions

Person Responsible

Schedule

Evidence of Completion

Teacher lesson plans will be monitored for effective use of formative assessment data. Teacher use of effective instructional strategies aligned to reading data.

G6.B2.S2 Provide bubble students Saturday School, before and after school tutoring, that's prescriptive and academically appropriate to increase learning gains. 4

S130374

Strategy Rationale

Action Step 1 5

Fidelity of meeting with bubble students and data that will be collected in order to monitor effectiveness of all strategies used and time spent with bubble students.

Person Responsible

Yolanda Walker

Schedule

On 6/5/2015

Evidence of Completion

Teacher's small group lesson plans and data assessment for students receiving remediation.

Plan to Monitor Fidelity of Implementation of G6.B2.S2 6

Will be monitored through the use of teacher lesson plans, common assessment, student performance task and student's work.

Person Responsible

Schedule

Evidence of Completion

Fidelity of implementation will be evident through teacher's lesson plans and data from vocabulary assessments.

Plan to Monitor Effectiveness of Implementation of G6.B2.S2 `7`

Will be monitored through the use of teacher lesson plans, common assessment, student performance task and student's work.

Person Responsible

Schedule

Evidence of Completion

Fidelity of implementation will be evident through teacher's lesson plans and data from vocabulary assessments.

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	Intensive small group remediation for reading.	Howard, Judy	9/8/2014	Evidence will include teachers' lesson plans, small group plans, student tasks that are tiered and based on student data, as well as students' progress toward meeting mastery.	6/5/2015 one-time
G1.B2.S1.A1	Teachers will use data collected from curriculum guide assessments, commonly developed assessments to determine the effectiveness of implementation of Text-Talk and Marzano's Six Step Process for Teaching Academic Vocabulary.	Walker, Yolanda	9/9/2014	Data from district-wide assessment will be tracked and monitored by teachers as well as the Administrative team including coaches. Teacher's lesson plans will be monitored for implementation of Text-Talk and Marzano's Six Step Process for Teaching Academic Vocabulary.	6/5/2015 one-time
G1.B2.S2.A1	Teachers will use data collected from curriculum guide assessments, commonly developed assessments, computer based assessments to determine the effectiveness of implementation of Text-Talk and Marzano's Six Step Process for Teaching Academic Vocabulary.	Walker, Yolanda	9/8/2014	This process will be monitored by administration and coaches.	6/5/2015 one-time
G2.B1.S1.A1	Teachers will collaborate on each grade level to determine essential vocabulary for each science based unit that will be taught. Teachers will plan lessons, tasks and assessments that will embed science based vocabulary.		Evidence of this strategy will be exhibited in the teachers' lesson plans and the students' tasks/ assignments.	one-time	
G2.B2.S1.A1	Teacher will use hands-on science experiments that require them to use knowledge gained in math, science and reading classes.		Evidence that the task has been completed would include lesson plans	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			created by the teachers, interactive journals maintained by the students, and student work.		
G3.B1.S1.A1	Teachers in grades 1-5 will incorporate differentiates math centers in their classrooms, in order to give students the opportunity to practice and refresh prerequisite math skills.	Hammond, Roger	9/8/2014	Weekly monitoring of implementation of math centers	6/5/2015 daily
G3.B1.S2.A1	Teacher will meet quarterly in vertical professional learning communities. During these meetings teachers will discuss important prerequisite skills that should be a focus in prior grade levels.	Williams Scott, Andrea	9/11/2014	Sign in sheets, meeting agendas and artifacts from meetings.	6/5/2015 quarterly
G3.B2.S1.A1	Teachers will participate in a math data day that will give them the opportunity to unpack standards with their grade level colleagues in order to plan effective instruction. .	Williams Scott, Andrea	9/10/2014	Sign in sheets and training materials (i.e. literature, presentations, and/or data charts)	6/5/2015 biweekly
G4.B1.S1.A1	All K-5 writing students will participate in school-based/district based professional development opportunities (Collaborative Learning Cycles, Grade Level Specific/Vertical Articulation during ERD	Walker, Yolanda	9/8/2014	Evidence will consist of district writing assessments (Write to Learn), teacher observation and feedback, and student drafts as they work through the writing process.	6/5/2015 biweekly
G4.B1.S2.A1	Increase teacher knowledge of FSA writing expectations	Walker, Yolanda	9/8/2014	Increase in student writing proficiency as evidenced by written and oral performance tasks correlated to FSA writing rubrics.	6/5/2015 biweekly
G4.B1.S3.A1	[no content entered]		9/8/2014		6/5/2015 biweekly
G5.B1.S1.A1	Center rotations and small group instruction will be differentiated to meet the needs of students.	Hammond, Roger	9/8/2014	Small group instructional calendars.and teacher lesson plans.	6/5/2015 daily
G5.B1.S2.A1	Classroom math teachers will integrate reading into math curriculum by using math mysteries and word problems that require students to use comprehensions skills to solve math situations.		Teacher lesson plans.	one-time	
G6.B1.S1.A1	Curriculum guide assessments, commonly developed teacher developed assessments using nonfiction text, computer based assessments and student work will be used to monitor the effectiveness of exposure of nonfiction text.	Williams Scott, Andrea	9/9/2014	Item analysis of District-wide assessments and teacher developed assessments aligned to standards.	6/5/2015 one-time
G6.B2.S1.A1	Intensive small group remediation for bubble students in reading. Data from district-wide assessments, informal and formal assessments from teacher and reading interventionist.	Howard, Judy	9/9/2014	.Teacher's small group lesson plans and reading interventionist plans, data assessment for students receiving remediation.	6/5/2015 one-time
G6.B2.S2.A1	Fidelity of meeting with bubble students and data that will be collected in order to monitor effectiveness of all strategies used and time spent with bubble students.	Walker, Yolanda	9/9/2014	Teacher's small group lesson plans and data assessment for students receiving remediation.	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S2.A1	Grade level departments will plan and teach model lessons in order to model and implement effective instruction.	Williams Scott, Andrea	10/10/2014	Lesson plans, lesson plan feedback, and observation of the lesson.	6/5/2015 semiannually
G5.B2.S1.A1	Students will be rewarded for gaining fluency with grade level appropriate basic math facts.	Hammond, Roger	10/6/2014	Student certificates of mastery of groups of facts.	6/5/2015 biweekly
G4.B2.S1.A1	Daily technology opportunities for students to increase key board skill efficiency	Williams Scott, Andrea	9/8/2014	Increase of student knowledge of technology usage as evidenced through writing produced utilizing Write To Learn/ Achieve 3000. Student writing performance as demonstrated through daily, b-weekly and monthly writing tasks.	6/5/2015 biweekly
G1.B1.S2.A1	Remediate students who are reading below grade level.	Howard, Judy	9/9/2014	Small group plans maintained by the classroom teachers and reading interventionists; students' data.	6/5/2015 one-time
G6.B1.S2.A1	Will be monitored through the use of teacher small group lesson plans, District wide assessments will be used as monitoring towards the overall goal of increase exposure of nonfiction text.	Williams Scott, Andrea	9/9/2014	Teacher's small group lesson plans and data from district wide assessments will be used as evidence to determine the level of progress towards meeting the goal.	6/5/2015 one-time
G1.MA1	Teachers, with guidance from administration and coaches, will use the data collected from varies data sources to inform their instruction. This data will be used to tier tasks and differentiate assignments.			Evidence of completion will include teachers' lesson plans, small group plans, student tasks that are tiered and based on student data, as well as students' progress toward meeting mastery.	once
G1.B1.S1.MA1	Monitoring of effectiveness will include tracking the progress of the students holistically and via subgroups. Points of data that will be tracked closely are district based assessments, reports from computer based programs, and grade level created assessments.			Evidence of monitoring will result in data notebooks kept by administration, coaches and classroom teachers.	once
G1.B1.S1.MA1	Fidelity of the meetings will be monitored via the meeting minutes submitted to administration after the meetings, as well as the attendance of the administration and coaches.			Evidence of the implementation will be captured via discussions with the administration team and anecdotal notes taken by administration and coaches as they monitor.	once

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Minutes taken from grade level meetings, notes of attendance and participation from data days.		Notes, data, and attendance will be collected and monitored by administration and coaches with fidelity.	once	
G1.B2.S1.MA1	Records of teacher's participation and attendance during data days and grade level meetings will be monitored for implementation.		Notes and data collected will be monitored by administrations and coaches.	once	
G1.B2.S2.MA1	Notes, Attendance forms, Exit Tickets and Home Learning will be collected from Coaching Learning Cycles and Professional Learning Communities. Debriefings between administration and coaches will take place bi-weekly		Notes from debriefings and continued collaboration among administration and coaches.	once	
G1.B2.S2.MA1	Administration and (or) coaches will conduct all Coaching Learning Cycles and Professional Learning Communities in a timely manner for teachers to effectively implement new curriculum and best practices for implementing the curriculum.		Administration and coaches will conduct classroom walkthroughs and collect notes as evidence.	once	
G2.MA1	Teachers will use the data collected throughout units to plan for remediation lessons, tiering of assignments, and science centers.		Data notebooks kept by administration, coaches and teachers will provide evidence of monitoring.	once	
G2.B1.S1.MA1	Data that will be collected in order to monitor effectiveness of this strategy is students' assignments/tasks and interactive journals.		Evidence of the completion will include tracking of district assessment data and grade level assessments. In addition, anecdotal notes from administration and coaches.	once	
G2.B1.S1.MA1	The lesson planning process will be used to monitor the implementation of the process.		Student work that embeds science vocabulary and this is used appropriately.	once	
G2.B2.S1.MA1	Data from district based assessment and grade level, content specific assessments will be tracked to ensure that students are able to transfer		Data notebooks that are maintained by administration,	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	knowledge gained in reading and math to science based scenarios.		coaches and classroom teachers.		
G2.B2.S1.MA1	Students interactive journals will be reviewed during classroom walk-throughs and observations.		Evidence that the journals have been checked will be notated in anecdotal notes and feedback to the classroom teachers.	one-time	
G3.MA1	District wide assessments will be used as monitoring towards the overall goal and as an indicator for the effectiveness of strategies being implemented.	Williams Scott, Andrea	9/8/2014	Data from district wide assessments will used as evidence to determine the level of progress towards meeting the goal.	6/5/2015 quarterly
G3.B1.S1.MA1	Teachers will meet with math coach and administration to determine the effectiveness of implementation.	Hammond, Roger	9/8/2014	Increase in student scores on district assessments.	6/5/2015 weekly
G3.B1.S1.MA1	Classroom observations and walk throughs to monitor implementation of differentiated center activities	Hammond, Roger	9/8/2014	Center rotation charts and small group instruction plans.	6/5/2015 weekly
G3.B2.S1.MA1	Class, district and state data will be used to determine effectiveness of the strategy	Williams Scott, Andrea	9/8/2014	Teacher attendance and professional development records	6/5/2015 quarterly
G3.B2.S1.MA1	Records of teacher participation and attendance in math data days will be used to monitor implementation	Williams Scott, Andrea	9/11/2014	Teacher attendance sheets and participation forms..	6/5/2015 quarterly
G3.B1.S2.MA1	District assessment data and classroom assessment data will used to determine if the effectiveness of the strategy.	Hammond, Roger	9/8/2014	Increase/Decreases in student score on district assessments will be used to monitor effectiveness.	6/5/2015 quarterly
G3.B1.S2.MA1	Classroom Walk throughs and modeling by math coach as necessary.	Hammond, Roger	9/8/2014	Student scores, adult signatures, and records of completion will be used as evidence of implementation.	6/5/2015 quarterly
G3.B2.S2.MA1	Class room walk throughs and data chats with administration.	Williams Scott, Andrea	9/8/2014	Notes from data chats and classroom walk through forms.	6/5/2015 quarterly
G3.B2.S2.MA1	Weekly classroom observations to ensure all skills are implemented into daily instruction	Hammond, Roger	10/10/2014	Lesson plans and lesson feedback forms.	6/5/2015 semiannually
G4.MA1	Student writing drafts will be collected and analyzed in order to monitor for effective implementation of strategies.	Walker, Yolanda	9/8/2014	Increase in student writing proficiency as evidenced by district writing prompts, daily writing tasks aligned to rubrics, and student writing drafts..	6/5/2015 monthly
G4.B1.S1.MA1	Expectations for Florida Standards Assessment (FSA)	Williams Scott, Andrea	9/8/2014	Increase in teacher/ student understanding of FSA expectations as evidenced in student writing performance Write To Learn (5th) Achieve 3000 (3-5)	6/5/2015 biweekly
G4.B1.S1.MA1	The Administration Team (Principal, Asst. Principal, Reading Coach/ Interventionist)	Williams Scott, Andrea	9/8/2014	Informal data will be collected by the administrators and the reading coach in order to provide instructional support to teachers.	6/5/2015 weekly
G4.B2.S1.MA1	Daily technology opportunities for students	Walker, Yolanda	9/8/2014	Increase in student key board efficiency as evidenced on online writing extended response components.	6/5/2015 weekly
G4.B2.S1.MA1	Daily technology opportunities for students	Williams Scott, Andrea	9/8/2014	Student writing drafts, progress evidenced in online writing program	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S2.MA1	Teacher Utilization of FSA Rubrics/ FLDOE Practice Tests to support writing expectations/ instruction	Walker, Yolanda	9/8/2014	Student writing performance as evidenced from daily writing tasks, Achieve 3000, Write To Learn	6/5/2015 weekly
G4.B1.S2.MA1	Teacher Utilization of FSA Rubrics/ FLDOE Practice Tests to support writing expectations/ instruction	Walker, Yolanda	9/5/2014	Student writing performance as evidenced from daily writing tasks, Achieve 3000, Write To Learn	6/5/2015 biweekly
G4.B1.S3.MA1	[no content entered]			once	
G4.B1.S3.MA1	[no content entered]			one-time	
G5.MA1	District and state wide assessments	Williams Scott, Andrea	9/8/2014	District and state assessment data.	6/5/2015 quarterly
G5.B1.S1.MA1	Data from district and classroom assessments.	Williams Scott, Andrea	9/8/2014	Results and analysis of district wide assessments.	6/5/2015 one-time
G5.B1.S1.MA1	Classroom walk through and classroom observations	Williams Scott, Andrea	9/8/2014	Classroom feedback documents.	6/5/2015 weekly
G5.B2.S1.MA1	Teachers will be allowed to incorporate the program into small group instruction as a tier 2 strategy.	Hammond, Roger	10/6/2014	Student mastery certificates and teacher records.	6/5/2015 weekly
G5.B2.S1.MA1	Teachers will monitor progression of facts in the classroom and forward the information to the math coach once students have mastered all levels.	Hammond, Roger	9/8/2014	Students certificates and classroom teacher records	6/5/2015 biweekly
G5.B1.S2.MA1	District and classroom assessments will be used to monitor effectiveness of strategy.		Data chats with teachers about results of assessment data.	once	
G5.B1.S2.MA1	Review of grade level instructional calendar and lesson plans		Access to teachers' digital lesson plans.	once	
G6.MA1	Curriculum guide assessments, commonly developed teacher developed assessments, computer based assessments and student work will be used in order to monitor the effectiveness of implementation.	Williams Scott, Andrea	9/9/2014	Benchmark item analysis of District-wide assessments and teacher developed assessments aligned to standards.	6/5/2015 one-time
G6.B1.S1.MA1	Curriculum guide assessments, commonly developed teacher developed assessments, and student work will be used in order to monitor the effectiveness of implementation.		Benchmark item analysis of District-wide assessments and teacher developed assessments aligned to standards.	once	
G6.B1.S1.MA1	Teachers will alternate a.m./p.m. classes while adhering to master schedule		Daily schedules, instructional calendars and district curriculum guides	once	
G6.B2.S1.MA1	All School-based professional development sessions		Teacher lesson plans will be monitored for effective use of formative assessment data. Teacher use of effective instructional	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			strategies aligned to reading data.		
G6.B2.S1.MA1	Teachers will participate in Collaborative Learning Cycles (CLC's) and differentiated school-based professional development will be facilitated in order to support effective administration and data analysis of all formative reading assessments.		Effective teacher implementation of assessments as evidenced by closely aligned, data driven instruction.	once	
G6.B1.S2.MA1	[no content entered]			once	
G6.B1.S2.MA1	[no content entered]			once	
G6.B2.S2.MA1	Will be monitored through the use of teacher lesson plans, common assessment, student performance task and student's work.		Fidelity of implementation will be evident through teacher's lesson plans and data from vocabulary assessments.	once	
G6.B2.S2.MA1	Will be monitored through the use of teacher lesson plans, common assessment, student performance task and student's work.		Fidelity of implementation will be evident through teacher's lesson plans and data from vocabulary assessments.	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. To increase reading proficiency for all students and subgroups by 16%

G1.B1 Many of the students aren't reading on grade level.

G1.B1.S1 Teachers will provide intensive, small group instruction in order to remediate students who are reading below grade level at least 2-3 times per week.

PD Opportunity 1

Intensive small group remediation for reading.

Facilitator

Judy Howard and Yolanda Walker

Participants

K-5 Reading Teachers

Schedule

On 6/5/2015

G1.B2 Many students don't use academic vocabulary when they speak or write.

G1.B2.S1 K-2 teachers will use and implement Text-Talk with fidelity. 3-5 teachers will use and implement Marzano's Six Step Process for Teaching Academic Vocabulary daily.

PD Opportunity 1

Teachers will use data collected from curriculum guide assessments, commonly developed assessments to determine the effectiveness of implementation of Text-Talk and Marzano's Six Step Process for Teaching Academic Vocabulary.

Facilitator

Judy Howard and Yolanda Walker

Participants

K-5 Reading Teachers

Schedule

On 6/5/2015

G2. To increase science proficiency to by 13%.

G2.B1 Students lack exposure to content related vocabulary.

G2.B1.S1 Teachers will expose and embed science vocabulary while teaching lessons. Teachers will also require that students use content based vocabulary when responding, written and orally, in science.

PD Opportunity 1

Teachers will collaborate on each grade level to determine essential vocabulary for each science based unit that will be taught. Teachers will plan lessons, tasks and assessments that will embed science based vocabulary.

Facilitator

Roger Hammond, Judy Howard and Yolanda Walker

Participants

K-5 Science Teachers

Schedule

G2.B2 Students don't read nonfiction text in their leisure. Therefore, they aren't proficient at using comprehension strategies when interacting with a nonfiction text which is necessary to build their background knowledge about science concepts and science based inquiry.

G2.B2.S1 Teachers will integrate science into their reading and math instruction by giving students real-world situations in order to apply science based knowledge.

PD Opportunity 1

Teacher will use hands-on science experiments that require them to use knowledge gained in math, science and reading classes.

Facilitator

Roger Hammond, Judy Howard, Yolanda Walker

Participants

All teachers

Schedule

G3. To increase math proficiency for all students by 10%.

G3.B1 Students lack mastery of prerequisite skills from previous grade levels..

G3.B1.S1 Classroom teachers will incorporate differentiated activities during center rotations in order to build background knowledge of prerequisite skills.

PD Opportunity 1

Teachers in grades 1-5 will incorporate differentiates math centers in their classrooms, in order to give students the opportunity to practice and refresh prerequisite math skills.

Facilitator

Roger Hammond, Judy Howard, and Yolanda Walker

Participants

All K-5 Math Teachers

Schedule

Daily, from 9/8/2014 to 6/5/2015

G3.B1.S2 Teachers will meet in vertical professional learning communities, to discuss prerequisite skills that should be a focus in prior grade levels.

PD Opportunity 1

Teacher will meet quarterly in vertical professional learning comunities. During these meetings teachers will discuss important prerequisite skills that should be a focus in prior grade levels.

Facilitator

Roger Hammond, Judy Howard and Yolanda Walker

Participants

K-5 Math Teachers

Schedule

Quarterly, from 9/11/2014 to 6/5/2015

G3.B2 Teachers need a deeper understanding of the content knowledge in order to effectively present material to students..

G3.B2.S1 Teachers will participate in quarterly math data days, attend early release trainings, and professional learning communities with colleagues.

PD Opportunity 1

Teachers will participate in a math data day that will give them the opportunity to unpack standards with their grade level colleagues in order to plan effective instruction. .

Facilitator

Andrea Williams-Scott, Roger Hammond, Judy Howard and Yolanda Walker

Participants

All Math Teachers

Schedule

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

G4. To increase students' proficiency in writing by 14% as evidenced by a score of 3.5 or higher on the 2015 administration of the Florida Standards Assessment (FSA)

G4.B1 Lack of Expectations (What does the FSA look like?)

G4.B1.S1 All writing teachers will participate in School-based and District Based Professional Development

PD Opportunity 1

All K-5 writing students will participate in school-based/district based professional development opportunities (Collaborative Learning Cycles, Grade Level Specific/Vertical Articulation during ERD

Facilitator

Yolanda Walker

Participants

K-5 Writing Teachers

Schedule

Biweekly, from 9/8/2014 to 6/5/2015

G4.B1.S2

PD Opportunity 1

Increase teacher knowledge of FSA writing expectations

Facilitator

Yolanda Walker, Reading Coach

Participants

K-5 English Language Arts Teachers

Schedule

Biweekly, from 9/8/2014 to 6/5/2015

G4.B2 Lack of student Technology proficiency/Timed

G4.B2.S1 Technology opportunities for students to increase efficiency for Timed On-Demand Writing proficiency

PD Opportunity 1

Daily technology opportunities for students to increase key board skill efficiency

Facilitator

Yolanda Walker, Reading Coach

Participants

K-5 English Language Arts Teachers

Schedule

Biweekly, from 9/8/2014 to 6/5/2015

G5. To increase the percentage of students making learning gains in math from 71% to 80%.

G5.B1 Students are unable to apply concepts when presented in varying formats

G5.B1.S1 Students will work on multiple skills that incorporate blended reviews that incorporate the application of various formats.

PD Opportunity 1

Center rotations and small group instruction will be differentiated to meet the needs of students.

Facilitator

Andrea Williams-Scott, Roger Hammond, Judy Howard, and Yolanda Walker

Participants

All Math Teachers

Schedule

Daily, from 9/8/2014 to 6/5/2015

G5.B1.S2 Teachers will implement reading across the curriculum with the corporation of Math Mysteries, key phrases and problem solving strategies..

PD Opportunity 1

Classroom math teachers will integrate reading into math curriculum by using math mysteries and word problems that require students to use comprehensions skills to solve math situations.

Facilitator

Roger Hammond, Judy Howard, Yolanda Walker

Participants

All Teachers

Schedule

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 6: To increase students learning gains in reading from 60% to 70%.	109,000
Grand Total	**109,000**

Goal 6: To increase students learning gains in reading from 60% to 70%.		
Description	**Source**	**Total**
B2.S1.A1 - Reading Interventionist	Title I Part A	67,500
B2.S1.A1 - Day Time Tutors	Title I Part A	30,000
B2.S2.A1 - Teacher Salary	Title I Part A	11,500
Total Goal 6		**109,000**