# FLORIDA DEPARTMENT OF EDUCATION
# 2013-2014 SCHOOL IMPROVEMENT PLAN

| | |
|---|---|
| School: | 2501 - Pine Estates Elementary School |
| District: | 16 - Duval |
| Principal: | Michelle Quarles |
| SAC Chair: | DuVon Yarborough |
| Superintendent: | Dr. Nikolai P Vitti |
| School Board Approval Date: | [pending] |
| Last Modified on: | 11/01/2013 |
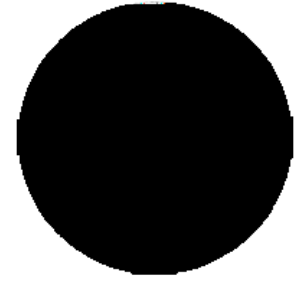
Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

| | Physical | Mailing |
|---|---|---|
| Address: | 10741 PINE ESTATES RD E<br>Jacksonville, FL 32218 | 10741 PINE ESTATES RD E<br>Jacksonville, FL 32218 |
| Phone Number: | 904-696-8767 | |
| Web Address: | http://www.duvalschools.org/pineestates | |
| Email Address: | quarlesm@duvalschools.org | |

| | | | | |
|---|---|---|---|---|
| School T ype: | Elementary School | | | |
| Alternative: | No | | | |
| Charter: | No | | | |
| Title I: | Yes | | | |
| Free/Reduced Lunch: | 88% | | | |
| Minority: | 92% | | | |
| School Grade History: | 2012-13<br>D | 2011-12<br>C | 2010-11<br>C | 2009-10<br>C |

| |
|---|
| Current School Status |
| School Information |
| School-Level Information |
| School  Pine Estates Elementary School |
| Principal's name   Michelle Quarles |
| School Advisory Council chair's name      DuVon Yarborough |
| Names and position titles of the School-Based Leadership T |
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¥ Participation in the analysis of the end of the year assessment data to include District and State Assessments

Describe the activities of the SAC for the upcoming school year
The School Advisory Council (SAC) will meet a minimum of 8 times per year to assist with the preparation and evaluation of the School Improvement Plan, Parent Involvement Plan, and Parent Compact. SAC members will recommend various support services and activities to the Principal. In addition, SAC will be provided student performance data, causes of performance, and next steps to improve student achievement.

Describe the projected use of school improvement funds and include the amount allocated to each project
Saturday School Enrichment Program (reading, writing, math and science)
Reading Celebration and Incentives for students

Verify that your school is in compliance with Section 1001.452, F      .S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below
In Compliance

If no, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. ¤ 6314(b).
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. ¤ 6314(b).

Administrators

# Administrators   2

# Receiving Effective rating or higher      (not entered because basis is < 10)

Administrator Information:

| Michelle Quarles | | |
|---|---|---|
| Principal | Years as Administrator: 11 | Y |

Michelle Quarles

Principal                                    Years as Administrator: 11              Y

as required by NCLB. Reading and Writing Proficiency met, Overall AYP: 92%
Vice Principal, Richard L. Brown Elementary in 2006 - 2007: Increased the school grade from a C to a B. Reading Mastery: 68%, Math Mastery: 57%, Writing 82%, AYP: Reading, Writing and Math Proficiency met. Overall AYP: 92%

| LaSha Hill | | |
| --- | --- | --- |
| Asst Principal | Years as Administrator: 6 | Years at Current School: 1 |
| Credentials | Bachelor of Arts - Florida A & M University<br>Master of Education: Educational Leadership- University of North Florida<br>Certifications:<br>Educational Leadership (All Levels)<br>School Principal (All Levels) State of Florida<br>English 5-9 | |
| Performance Record | Assistant Principal, Samuel W. Wolfson 2008-09<br>School Grade: C<br>Increased the school grade from 422 (D) to 448 (C)<br>Reading Grains: Increased from 35 % Proficiency to 46% Proficiency<br>Reading Bottom Quartile: Increased from 45% Proficiency to 48% Proficiency: Assistant Principal Over Reading<br>Assistant Principal, Paxon Middle School 2009-11<br>School Grade: C<br>Increased the school grade from 427 (D) to 440 (C)<br>Reading Grains: Increased from 33 % Proficiency to 58% Proficiency<br>Reading Bottom Quartile: Increased from 64% Proficiency to 68% Proficiency<br>Assistant Principal Over Reading<br>School Grade Dropped 2010-11 from 440 (C) to 408 (D)<br>Reading Grains: Increased from 33 % Proficiency to 50% Proficiency<br>Reading Bottom Quartile: Stayed the same from 68% Proficiency to 68% Proficiency<br>Assistant Principal Over Reading | |

| Instructional Coaches | |
| --- | --- |
| # Instructional Coaches | 2 |
| # Receiving Effective rating or higher | (not entered because basis is < 10) |
| Instructional Coach Information: | |

| Shaakera Thomas | | |
| --- | --- | --- |
| Full-time / School-based | Years as Coach: 2 | Years at Current School: 2 |
| Areas | Reading/Literacy | |
| Credentials | Bachelors of Art- English Literature, Minor Political Science<br>Masters of Education- Educational Leadership<br>Certification: Elementary Education K-6 and<br>Educational Leadership, All Levels | |
| Performance Record | Reading Coach, Pine Estates Elementary School<br>2012-2013: Grade C<br>Increased 3rd grade Reading Proficiency by 9 percentage points from 36% to 45%<br>5th Grade Teacher, Chaffee Trail Elementary School<br>2011-2012: Grade B<br>As a 5th grade ELA teacher, I increased the reading proficiency of my students from 63% to 72%.<br>5th Grade Teacher, Andrew A. Robinson Elementary School<br>2010-2011: Grade D<br>As a 5th grade ELA teacher, I increased the reading proficiency of my students from 13% to 71%.<br>Lowest 25% Making Learning Gains: 49%<br>Learning Gains: 60%<br>Inclusion Teacher<br>3rd Grade Teacher, Andrew A. Robinson Elementary School<br>2009-2010: Grade C<br>Reading Proficiency: 50%<br>3rd Grade Teacher, Andrew A. Robinson Elementary School<br>2008-2009:Grade A<br>As a 3rd grade ELA teacher, I increased the reading proficiency of my students from 31% to 58%<br>As a result, my students had the highest reading scores in 3rd grade on the FCAT.<br>3rd Grade Teacher, Andrew A. Robinson Elementary School<br>2007-2008:Grade C<br>As a 3rd grade ELA teacher, I increased the reading proficiency of my students from 34% to 55% | |

| Teri Washington | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 1 |
| Areas | Mathematics | |
| Credentials | *Bachelors of Arts, Business Administration, Minor Management<br>*Masters of Management Public Administration<br>*Masters of Education, Curriculum and Instruction<br>*Clinical Educator Training (CET)<br>*Curriculum and Math Institute<br>*University of Florida, Lastinger Inquiry Study<br>*Math Summer Institute<br>*Instructional Coach Academy<br>*Certification in Elementary Education (K-6) | |
| Performance Record | 5th Grade Teacher-, North Shore Elementary<br>2012-2013: Grade B<br>As a 5th grade Math teacher, I increased the math proficiency of my students from 71%- 80%<br>5th Grade Teacher<br>North Shore Elementary<br>2011-2012: Grade D, My math scores increased from 62% - 71%<br>6th Grade Teacher North Shore Elementary: 2010-2011: Grade F ; My scores increased from 56% - 62%<br>6th Grade Teacher North Shore Elementary; 2009- 2010: Grade F; My scores increased from 37% - 49% | |

| Classroom T eachers |
|---|
| # of classroom teachers    23 |
| # receiving effective rating or higher      0% |
| # Highly Qualified T eacher (HQT), as defined in 20 U.S.C. ¤ 7801(23)    65% |
| # certified in-field, pursuant to Section 1012.2315(2), F    .S. 23, 100% |
| # ESOL endorsed   4, 17% |
| # reading endorsed    0, 0% |
| # with advanced degrees    8, 35% |
| # National Board Certified     0, 0% |
| # first-year teachers    4, 17% |
| # with 1-5 years of experience    8, 35% |
| # with 6-14 years of experience    8, 35% |
| # with 15 or more years of experience     3, 13% |
| Education Paraprofessionals, pursuant to s. 1012.01(2)(e) |
| # of paraprofessionals    1 |
| # Highly Qualified, as defined in 20 U.S.C. ¤ 6319(c)     1, 100% |
| Other Instructional Personnel |

| # of instructional personnel not captured in Administrators, Instructional Coaches, Classroom T eachers or Education Paraprofessionals |
| --- |
| # receiving effective rating or higher |

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. ¤ 6314(b).
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. ¤ 6314(b).

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.
Mentor/Buddy Teacher: Newly hired teachers are assigned a buddy teacher and a mentor. Teach for America Teachers are provided with support from the Program Director. The Teach for America Program Director works in conjunction with our Instructional Coaches to assist new teachers with professional development.
Principal
Assistant Principal
PDF
District CADRE
Teach For America Program Director
Instructional Coaches
Common Planning Time: New teachers are expected to spend 40 minutes weekly collaborating and planning with their team members and mentor teacher during the school year. During this time new hires work with colleagues to examine multiple sources of data about teaching, including lesson plans, student work, use of assessments, and teacher reflection about teaching and learning.
Principal
Assistant Principal
School Instructional Coaches
District Specialists
Mentoring and Induction for Novice Teachers (MINT): New teachers participate in the district-sponsored Mentor and Induction for Novice Teacher Program. They attend workshops on classroom management, curriculum and instruction. The principal, mentor and District Cadre also provides assistance and support through formal and informal observations, modeling, and the development of Individual Professional Development Plans.
Principal
Professional Development Facilitator
District Cadre
Mentor Teachers
On Going Professional Development: All teachers earn in-service points by attending ongoing professional opportunities during bi-weekly Early Release Day sessions on Wednesdays.
Principal
Assistant Principal
School Instructional Coaches

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. ¤ 6314(b).
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. ¤ 6314(b).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities

All first year/novice teachers are required to participate in and complete all components of the DCPS'S MINT (Mentoring and Introduction for Novice Teachers) Program. Novice teachers and their Mentors will meet weekly to discuss evidence-based strategies for each domain of the teacher evaluation. The mentor is given time to observe the new teachers. Time is also provided for the new teacher to receive feedback and coaching from their mentor teacher. The mentor and new teacher will establish time to plan lessons based upon feedback from collegial observations. Instructional Coaches will also model lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies. Mentor and teachers will meet monthly with the PDF and principal to review progress and reflect on professional learning.

Shaakera Thomas (Mentor)

Bryan Kinser (New Teacher)

Mr. Kinser is a first year teacher. Ms. Thomas is the Reading Coach with over 7 years of experience in Elementary Education. She is an experienced teacher who has shown significant learning gains in the area of reading.

Teri Washington (Mentor)

Taneshia Atwater (MINT Teacher)

Ms. Atwater is a second year teacher. Ms. Washington has over 6 years of experience in elementary education. Her knowledge of the intermediate grade levels, specifically math will assist Ms. Atwater in gaining the necessary skills needed to become an effective teacher.

Shaakera Thomas (Mentor)

Angel Holsey (MINT Teacher)

Ms. Holsey is a second year teacher. Ms. Thomas is the Reading Coach with over 7 years of experience in Elementary Education. She is an experienced teacher who has shown significant learning gains in the area of reading.

Cynthia Wright (Mentor)

Linsey Garner (MINT Teacher)

Ms. Garner is a first year teacher. Ms. Wright is a reading interventionist with over 28 years of experience in Elementary Education. She is an experienced teacher who has shown significant learning gains in the area of reading.

Cynthia Diggett (Mentor)

Autumn Carter (MINT Teacher) Ms. Diggett is an experienced teacher with over 27 years of

Ms. Carter is a second year teacher. Ms. Diggett is an experienced teacher with over 27 years of experience in Elementary Education. She serves as the Professional Development Facilitator.

Cynthia Diggett (Mentor)

Erica Hills (MINT Teacher)

Ms. Hills is a first year teacher. with over 27 years of experience in

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS/RTI Leadership Team of Pine Estates utilizes the following processes to monitor the implementation of the MTSS and SIP:

1. MTSS/RTI Team members will consistently attend all district RtI training;

2. On Early Release Days, the MTSS/RTI Team will facilitate professional development and share strategies
with school faculty and staff on RTI practices;

3. MTSS/RTI team members will collaborate with District Instructional Specialists to allocate resources to
support core and small group instructional needs.

4. MTSS/RTI Team members will consistently utilize the problem solving method to probe for causation,
analyze and
disaggregate school wide student performance data, and identify next steps for improvement by grade level and individual students.

5. Monitor the implementation of the three-tiered Response to Intervention model in our school.

6. Assess school needs for classroom teachers, V. E. Resource, coaches, interventionist and support staff
based upon the individual needs of students, class size and the School Based Allocation Model.

The team will meet regularly to engage in the following activities: review baseline, and quarterly district assessments to guide instructional decisions and next steps for improvement; 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 data and/or observations, the team will identify professional development needs and resources. The team will also collaborate as needed, 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.

In addition to the oversight work of the MTSS/RTI Leadership Team, other building instructional teams such as Professional Learning Communities (PLCs), grade level teams will carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

¥ Identifying and analyzing systematic patterns of student need
¥ Identifying appropriate evidence-based differentiation and intervention strategies
¥ Implementing and overseeing progress monitoring
¥ Analyzing progress monitoring data and determining next steps

For the most intensive interventions at Tier 3 during the 2013 Ð 2014 school year, the MTSS/RTI Team will be used collaboratively with the building instructional teams (PLC, grade level teams, and or content area teams) to provide classroom support for students.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

Michelle Quarles, Principal: Provides a common vision for the use of data based decision-making; ensures that the school-based team is implementing a Multi-Tiered System of Supports and RTI; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support a Multi-Tiered System of Supports and RTI implementation; and communicates with parents regarding school-based Safety Nets, RTI plans and activities.

LaÕSha Hill, Assistant Principal: Supports a common vision for the use of data based decision-making; monitors the school-based team to ensure that a Multi-Tiered System of Supports and RTI is

implemented; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support a Multi-Tiered System of Supports and RTI implementation; and communicates with parents regarding school-based Safety Nets, RTI plans and activities.

Shaakera Thomas, Reading Coach: Develops and leads the core reading instruction by identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Collaborates with teachers to develop assessments, analyze data, and identify strategies to deliver Tier 2/3 instruction/interventions. Provides professional develop to assist teachers with integrating Tier 1 materials/instruction and monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; and provides support for assessment and implementation monitoringets, R

3. Administrators will conduct classroom observations, focus walks and data chats with teachers to ensure
the approved resources and MTSS/RTI strategies are implemented with fidelity to support core and small
group instruction.
4. Administrators will monitor MTSS/RTI meetings to ensure that the problem solving method of probing for
causation, analyzing and disaggregating performance data, and identifying next steps for improvement by
grade level and individual students is implemented with fidelity.
5. Conduct a Mid-year review of SIP goals and strategies and make adjustments based upon student performance data and professional development needs.
6. Facilitate weekly Grade Level PLC Meetings to collaborate with teachers on the following:
¥ Identifying appropriate evidence-based diferentiation and intervention strategies
¥ Implementing and overseeing progress monitoring
¥ Analyzing progress monitoring data and determining next steps
The Leadership Team members meet weekly to review data and input from building instructional teams. An initial draft of the School Improvement Plan is developed by utilizing the template provided by the Department of Education. A draft of the SIP is then presented to the School Advisory Council and Shared Decision Team for review and recommendations. The plan is then finalized by Leadership Team members. The Leadership Teams meets weekly to discuss and reviews data, identifies areas of weakness and strengths and makes instructional decisions for safety net programs and instructional practices. Professional development needs are also assessed and adjusted based upon classroom observations and student data.
Tnal

Our school's Professional Development Plan supports continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded MTSS/RTI professional learning that is results-driven, standards-based, school centered, and sustained over time. The MTSS/RTI Leadership Team establishes protocols for on-going assessment and adjustment of the plan to meet school needs.

MTSS/RTI professional development includes school and district level professional development and support, professional development during Pre-planning, Early Release Day Training, Grade Level PLC Meetings, Mentoring and Induction of Novice Teachers, MINT Meetings, the District Teacher Academy and MTSS/RTI learning that is job-embedded and occurs during the following:

¥ Professional learning communities
¥ Collaborative planning
¥ Analysis of student work
¥ Book study
¥ Lesson study
¥ Action research

Increased Learning T ime/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. ¤ 6314(b).

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. ¤ 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:     2,235

Strategy Purpose(s)
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description
Extra-curricular activities serve as a vehicle to enrich the basic school experience for children. Students are encouraged to explore these opportunities and to participate. These activities help to build leadership skills, enhance academic growth and cultivate a positive school culture.
Science Club: Scientist of the Future is an after school club for 4th and 5th grade students. It is designed to build and strengthen students knowledge of the scientific process and inquiry based learning. Students explore with hands-on activities that showcase a variety of scientific concepts that are based on the state standards.

How is data collected and analyzed to determine the effectiveness of this strategy?
Teachers will utilize data from weekly attendance, Interactive Journals, Limelight, FCAT Test Maker, District Curriculum Guide assess and strengthen individual student progress of scientific concepts and skills.

Who is responsible for monitoring implementation of this strategy?
Principal
Assistant Principal
Science Lead Teacher and Science Club Sponsor

Strategy: Before or After School Program

Minutes added to school year:    2,235

Strategy Purpose(s)
Instruction in core academic subjects

Strategy Description
Math Club: Math Minions is an after school club for intermediate students. It is designed to build and strengthen students knowledge of mathematical concepts and skills. Students participate in a variety of activities that provide opportunities for them to become critical mathematical thinkers.

How is data collected and analyzed to determine the effectiveness of this strategy?
Teachers will utilize data from weekly attendance, Interactive Journals, Limelight, FCAT Test Maker, District Curriculum Guide assess and strengthen individual student progress of mathematical concepts and skills.

Who is responsible for monitoring implementation of this strategy?
Principal
Assistant Principal
Math Club Sponsor

Literacy Leadership T  eam (LLT)

Names and position titles of the members of the school-based LL      T

| Name | Title |
| --- | --- |
| Michelle Quarles | Principal |
| Lasha Hill | Assistant Principal |
| Shaaker Thomas | Reading Coach |
| Shakesha Swift | Guidance Counselor |
| Cynthia Wright | V. E. Resource |
| Wachelle Garrett | Fifth Grade ELA Teacher |
| Kimberly Kimbrough | Fourth Grade ELA Teacher |
| Autumn Carter | Kindergarten Teacher |
| Teri Washington | Math Coach |
| Angel Holsey | Third Grade ELA Teacher |
| Erica Hil | Art Teacher |
| Katherine Kolter | First Grade Teacher |

Describe how the school-based LL    T functions (e.g., meeting processes, roles, functions)
The LLT The Literacy Committee meets bi-weekly to identify programs and strategies to strengthen knowledge and build capacity for reading and writing within grades K-5. The team will work together to identify school wide literacy concerns and use research-based approaches to develop plans and strategic courses of action for addressing those concerns.

What will be the major initiatives of the LL      T this year?
Integration and Implementation of the CCSS
The Literacy Leadership Team will provide in-depth professional development for K-5 teachers on the (CCSS) Common Core State Standards. Professional development will be implemented on Early Release Days and during weekly PLC meetings. During these sessions, teachers will gain a deeper understanding of how to fully implement and integrate the CCSS across all content areas. An

emphasis will be placed on the following: Introduction and Overview of the Common Core State Standards K-5, Unpacking the CCSS, Vertical Articulation, and Analyzing Text for Complexity.

Connecting Reading and Writing Across All Content Areas (CCSS)
The Literacy Leadership T

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on F    AA

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 55% | 44% | No | 60% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 48% | | No | 54% |
| Hispanic | | | | |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | 44% | | No | 50% |
| Economically disadvantaged | 55% | | No | 60% |

Florida Comprehensive Assessment T    est 2.0 (FCAT 2.0)

2013 Actual #

Elementary School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | 16 | 5% | 2% |
| Students retained, pursuant to s. 1008.25, F.S. | 119 | 45% | 35% |
| Students who are not proficient in reading by third grade | 119 | 45% | 35% |
| Students who receive two or more behavior referrals | 24 | 9% | 8% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 39 | 15% | 13% |

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. ¤ 6314(b).

Describe parental involvement targets for your school
Included within the Title I Parent Involvement Plan.

Specific Parental Involvement T    argets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|

| Targeted Barriers to Achieving the Goal | ¥ Ensuring that District Curriculum Guides are implemented with fidelity. |
| | ¥ Students reading below grade level expectations. |

Plan to Monitor Progress T   oward the Goal

Action:
Administrators, Leadership Team Members, teachers and SAC Members will analyze data from the District Curriculum Guide Assessments, FCIM, DAR, and Success Maker to monitor student growth in
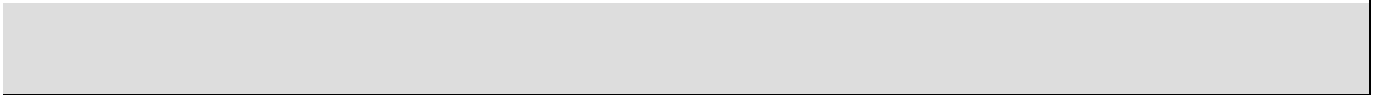
| Plan to Monitor Progress Toward the Goal |
| --- |

**Action:**
The Leadership Team, teachers, and SAC Members will participate in the Annual Stakeholder's meeting to assess the goals and strategies for the SIP and identify next steps for school improvement. The Leadership Team members will complete a Mid-year SIP Review by analyzing school data and making adjustments to instruction as needed.

**Person or Persons Responsible:**
Principal Assistant Principal Guidance Counselor Leadership Team Members SAC Members Teachers

**Target Dates or Schedule:**
Annual Stakeholder's Review (January) Mid-year SIP Review (January)

**Evidence of Completion:**
Mid-year Stakeholder's Meeting Agenda and sign sheet Data to reflect increases and or decreased in daily attendance rates (Genisis and OnCourse) Percent of students receiving Attendance Plans Completion of the Mid-year SIP Review

| Goal #3: | To decrease the number of suspensions during the 2013-2014 school year by 10 % from 101 to 92. |
| --- | --- |

| Targets Supported | ¥ Additional Targets |
| --- | --- |
| Resources Available to Support the Goal | ¥ Principal<br>¥ Assistant Principal<br>¥ Response to Intervention (RTI)<br>¥ Foundations/Champs<br>¥ Character Education Second Step |
| Targeted Barriers to Achieving the Goal | ¥ Ensuring that Foundations and CHAMPS strategies are implemented with equity and fidelity throughout the school.<br>¥ The need to implement and maintain school-wide rituals and routines to decrease the number of students in need of targeted intervention and remediation. |

| Plan to Monitor Progress Toward the Goal |
| --- |

**Action:**
The principal, Leadership Team, SAC and Foundations Team members will meet during the Annual Stakeholder's meeting to review SIP goals and strategies related to Character Education and disciplinary data. A Mid-year SIP review will be conducted to identify next steps for improvement and adjustments will be made based upon data.

**Person or Persons Responsible:**
Principal Assistant Principal Foundation Team Members District Behavior Specialist (RTI) Response to Intervention Team MINT Mentor

**Target Dates or Schedule:**
Individuals Classrooms- Ongoing Early Release Days-Ongoing Monthly August 2013-June 2014

**Evidence of Completion:**
Documentation of RTI Meetings Agendas Referral Data from Genesis Climate Survey Data Classroom Observations Foundations Common Area Observations Evidence of CHAMPS strategies within classrooms RTI Meeting Agendas and Strategies

| Goal #4: | Increase the number of students who are proficient in Math on the 2014 Spring FCA T from 44% to 60%. |
|---|---|
| Targets Supported | ¥ Math<br>¥ Math - Elementary and Middle School<br>¥ Math - Elementary and Middle AMO's<br>¥ Math - Elementary and Middle FCAT 2.0<br>¥ Math - Elementary and Middle Learning Gains |
| Resources Available to Support the Goal | ¥ Classroom Teachers<br>¥ School Based Coach<br>¥ District Specialists<br>¥ District Curriculum Guides<br>¥ Teacher Academy<br>¥ Coach Academy<br>¥ SuccessMaker<br>¥ I-Ready Math<br>¥ School Safety Nets<br>¥ Reflex Math<br>¥ Saturday School<br>¥ Before and After School Tutoring<br>¥ Math Club<br>¥ Sunshine Math |
| Targeted Barriers to Achieving the Goal | ¥ Ensuring that District Curriculum Guides and Instructional Framework are implemented with fidelity.<br>¥ Students performing below grade level in Math. |

Plan to Monitor Progress T   oward the Goal

Action:
Administrators, Leadership Team Members, teachers and SAC Members will analyze data from the District Curriculum Guide Assessments, FCIM, I-Ready, and Success Maker to monitor student growth in math Next steps for instruction and adjustments to the School Improvement Plan goal and strategies will be made based upon student data.

Person or Persons Responsible:
Principal Assistant Principal Leadership Team Members SAC District Math Specialist RTI Team Teachers

Target Dates or Schedule:
Mid-year SIP Review (January) Annual Stakeholder's Assessment (January) Data Chats (Quarterly) Individual Professional Development Plan Reviews (Quarterly) Weekly Leadership Team Meetings (Tuesdays) RTI Team Meeting (Mondays, Bi-weekly)

Evidence of Completion:
Evidence of the Mid-year SIP Review and Updates Annual Stakeholder's Assessment Meeting Agenda and Sign-In Individual Professional Development Plan Reviews (Quarterly) Leadership Team Meeting Agendas and Sign-In

| Goal #5: | Increase the number of students who are proficient in reading by third grade from 45% to 50%. |
|---|---|
| Targets Supported | ¥ EWS<br>¥ EWS - Elementary School |
| Resources Available to Support the Goal | ¥ RTI Team<br>¥ Safety Net Team<br>¥ Classroom Teachers<br>¥ Reading Coach<br>¥ District ELA Specialist<br>¥ Success Maker<br>¥ Progress Monitoring Plans (PMP'S)<br>¥ MRT Team<br>¥ Individual Educational Plans (IEP'S)<br>¥ DAR Assessment<br>¥ Curriculum Guide Assessments |
| Targeted Barriers to Achieving the Goal | ¥ Ensuring the successful administration and use of the IOWA Assessment, |

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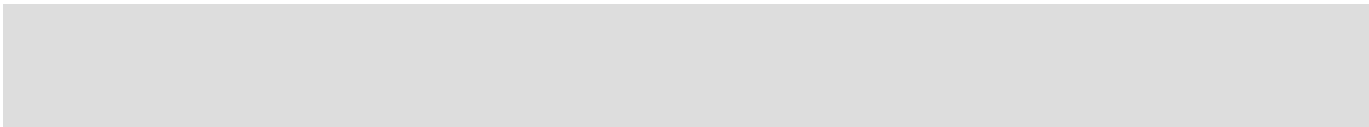
| Resources Available to Support the Goal | ¥ Resources for hands-on activities |
| | ¥ Curriculum Guide Assessments |
| | ¥ Science Club |
| | ¥ Math Minions Club |
| | ¥ Science Fair/Materials |
| | ¥ Gizmos |
| | ¥ Pearson Success Net |
| | ¥ National Geographic |
| | ¥ STEAM Project |
| | ¥ Science Lead Teacher |
| | ¥ District Science Specialist |
| | ¥ Core Science Curriculum |
| | ¥ FCAT Itrem Specifications and Content Focus |
| | ¥ Club Attendance |
| | ¥ Marine Science Center |
| | ¥ Kenny Space Center |
| | ¥ Museum of Science and History |
| | ¥ Cathedral of Arts Program |
| | ¥ Sea World |
| | ¥ Cummer Museum of Art and Gardens |
| | ¥ Diamond D Ranch |
| | ¥ Jacksonville Public Library |
| | ¥ Jacksonville Symphony Orchestra |
| | ¥ MOCA Jacksonville |
| | ¥ Theaterworks |
| | ¥ Tree HIll |
| | ¥ Theatre Jacksonville |
| | ¥ St. Johns River |

| Plan to Monitor Progress Toward the Goal |
| --- |

**Action:**
Leadership Team members, faculty and SAC members, will meet to conduct an Annual Stakeholder's Assessment to review SIP goals and strategies along with data from the District Curriculum Guide Assessments to monitor student progress in science. Leadership Team members will complete a Mid-year SIP Review to make adjustments to goals and strategies and identify next steps for instruction and professional development based upon based upon data from District Curriculum Guide Assessments.

**Person or Persons Responsible:**
Principal Assistant Principal Leadership Team Members SAC Members Teachers

**Target Dates or Schedule:**
Mid-year SIP Review (January) Annual Stakeholder's Assessment (January)

**Evidence of Completion:**
Mid-year SIP Update Annual Stakeholder's Meeting Agenda and Input Curriculum Guide Assessment Data

| Goal #7: | Increase the percentage of proficiency (3 or above) on the 2014 Science Spring FCA T 2.0 by 10% from 50% to 55%. |
| --- | --- |
| Targets Supported | ¥ Science - Elementary School |
| Resources Available to Support the Goal | ¥ Classroom Teachers<br>¥ District Specialist<br>¥ Program Materials<br>¥ District curriculum guides<br>¥ Common core Summer Institute<br>¥ FCAT Explorer<br>¥ Texts in classroom libraries and media center<br>¥ Teacher Academy |
| Targeted Barriers to Achieving the Goal | ¥ Students reading below grade level<br>¥ Ensuring that District Curriculum Guides and Instructional Framework are implemented with fidelity across all grade levels in science. |

Plan to Monitor Progress T   oward the Goal

Action:
The Leadership Team will monitor improvements on the science FCIM and District Curriculum Guide Assessments, along with evidence of the implementation of the District Instructional Framework/Gradual Release Model and the key components of the science curriculum. During the Annual Stakeholder's Assessment, Mid-year SIP Review and weekly Leadership Team meetings, next steps for instruction and adjustments to the School Improvement Plan goal and strategies will be made based upon student data.

Person or Persons Responsible:
Principal Assistant Principal Leadership Team Members SAC RTI Team Members V. E. Teachers Classroom Teachers

Target Dates or Schedule:
Mid-year SIP Review (January) Annual Stakeholder's Assessment (January) Data Chats (Quarterly) Individual Professional Development Plan Reviews (Quarterly) Weekly Leadership Team Meetings (Tuesdays) RTI Team Meeting (Mondays, Bi-weekly) District Science Curriculum Guide Assessments (August, October, January, March and May) Progress Monitoring Plan Reviews (January, March and May)

Evidence of Completion:
Evidence of the Mid-year SIP Review and Updates Annual Stakeholder's Assessment Meeting Agenda and Sign-In Individual Professional Development Plan Reviews (Quarterly) Leadership Team Meeting Agendas and Sign-In Evidence of Progress Monitoring Plans (PMP's)

| Goal #8: | Increase the percent of students scoring at level 4 and above from 19% to 25% on the 2014 Science Spring FCA   T 2.0 |
|---|---|
| Targets Supported | ¥ Science<br>¥ Science - Elementary School |
| Resources Available to Support the Goal | ¥ Classroom Teachers<br>¥ District Specialist<br>¥ Program Materials<br>¥ District curriculum guides<br>¥ Common Core Summer Institute<br>¥ Teacher Academy<br>¥ Gizmos<br>¥ FCAT Explorer<br>¥ Texts in classroom libraries and media center |
| Targeted Barriers to Achieving the Goal | ¥ Balancing the amount of time spent with students who are proficient compared to the amount of time spent with students who are not proficient. |

| Plan to Monitor Progress T   oward the Goal |
| --- |

**Action:**
The Leadership Team will monitor improvements on the science FCIM and District Curriculum Guide Assessments, along with evidence of the implementation of higher level questioning techniques, and technology within daily science instruction. During the Annual Stakeholder's Assessment, Mid-year SIP Review and weekly Leadership Team meetings, next steps for instruction and adjustments to the School Improvement Plan goal and strategies will be made based upon student data

**Person or Persons Responsible:**
Principal Assistant Principal Leadership Team Members SAC Classroom Teachers

**Target Dates or Schedule:**
Mid-year SIP Review (January) Annual Stakeholder's Assessment (January) Data Chats (Quarterly) Individual Professional Development Plan Reviews (Quarterly) Weekly Leadership Team Meetings (Tuesdays) District Science Curriculum Guide Assessments (August, October, January, March and May)

**Evidence of Completion:**
Evidence of the Mid-year SIP Review and Updates Annual Stakeholder's Assessment Meeting Agenda and Sign-In Individual Professional Development Plan Reviews (Quarterly) Leadership Team Meeting Agendas and Sign-In Evidence of Progress Monitoring Plans (PMP's)

| Goal #9: | Increase the percentage of students who are proficient (3.5 or above) on the 2014 Spring FCA T Writing Assessment from 17% to 50%. |
| --- | --- |
| Targets Supported | ¥ Writing |
| Resources Available to Support the Goal | ¥ Classroom Teachers<br>¥ School Level Reading Coach<br>¥ District ELA Specialist<br>¥ Anchor Papers/Rubrics<br>¥ District Curriculum Guides and Assessments<br>¥ Interactive Writing Journals<br>¥ Weekly PLC Meetings and Common Planning Time<br>¥ Early Release Day Professional Development<br>¥ Safety Net Teams<br>¥ After School Tutoring<br>¥ Saturday School<br>¥ Weekly Writing Camps<br>¥ Conferencing (Teacher and peer)<br>¥ Small group/differentiated instruction<br>¥ Books of the Month (Response to Literature)<br>¥ District Writing Prompts |
| Targeted Barriers to Achieving the Goal | ¥ Ensuring the that the Common Core Standards, District Instructional Framework and elements of writerŠ craft are implemented with fidelity across all grade levels.<br>¥ Time, and resources needed to effectively analyze data, conduct writing conferences and differentiate instruction based upon individual student needs in writing. |

| Plan to Monitor Progress T oward the Goal |
| --- |

Action:
Monitoring of the School Improvement Plan goals and objectives to monitor student growth and achievement in writing.

Person or Persons Responsible:
Principal Assistant Principal Leadership Team SAC Teachers

Target Dates or Schedule:
Annual Stakeholder's Assessment (January) Mid-year SIP Review (January) Classroom Observation and Focus Walks (On-going) Data Chats (Quarterly) District CGA Assessments (August, October, January, March and May)

Evidence of Completion:
Completed Mid-year SIP Update Annual Stakeholder's Assessment Meeting Agenda, Sign In and Suggested Next Steps for Improvement Writing Data from District CGA Baseline and Interim Assessments Individual Professional Development Plans (IPDP)

| Action Plan for Improvement |
| --- |

| Goal #1: | To increase the percentage of proficiency (3 or above) on the 2014 Reading Spring FCAT 2.0 by 10% or more at each grade level from 41% to 54%. |
|---|---|
| Barrier #1: | Ensuring that District Curriculum Guides are implemented with fidelity. |
| Strategy #1 to Overcome the Barrier | Teachers will utilize the District Curriculum Guides to incorporate reading strategies and the key components of the new instructional framework (Gradual Release Model) to include:Introduction, I do, We Do, You Do, and viable share time during closing to aid in student progression. |

### Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Teachers will participate in school-wide Professional Development on how to effectively implement the DCPS Instructional Framework Model (Introduction, I-Do, We-Do, You-Do, Closure) with fidelity through weekly common planning, weekly Professional Learning C n, I-Do, W

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Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
Teachers will participate in professional development opportunities to understand how to effectively implement the DCPS Instructional Framework Model and key components of the core reading curriculum and Gradual Release Model. Evidence of instructional strategies to include the Introduction, I Do, We Do, You Do and Closing will be displayed through the use of teacher/student generated charts, Interactive Journal and Reading Portfolios.

Person or Persons Responsible:
Principal Assistant Principal School Based Reading Coach District Reading Coach Reading Interventionist V.E.Resource Teachers Classroom Teachers

Target Dates or Schedule:
Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings

| Goal #1: | To increase the percentage of proficiency (3 or above) on the 2014 Reading Spring FCAT 2.0 by 10% or more at each grade level from 41% to 54%. |
|---|---|
| Barrier #2: | Students reading below grade level expectations. |
| Strategy #1 to Overcome the Barrier | Teachers will effectively utilize time management and data to identify next steps and differentiate instruction to meet the needs of individual students. |

### Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Teachers will utilize Curriculum Guide Assessments, FCIM, IOWA, Success Maker and anecdotal notes to differentiate instruction based upon individual student needs. Teachers will be provided professional development in the following areas: Guided Reading Small Group Instruction Response to Intervention Reading Centers Reading Strategies

Person or Persons Responsible:
Principal Assistant Principal Reading Coach District Reading Specialist Classroom Teachers V.E. Teachers Reading Interventionist

Target Dates or Schedule:
Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Teacher Academy (June- August 2013) Pre-planning (August 12- August 16, 2013) Coaching Academy (On-going) Early Release(September 11, 25 October 9, 23) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going)

Evidence of Completion:
Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Reading Lesson Plans and Use of the Curriculum Guides Teacher/Student Generated Charts Interactive Journals and Student Work Assessment Data Use of Data Notebooks Reading Interventionist Logs

Facilitator:
Michelle Quarles, Principal La'Sha Hill, Assistant Principal Shaakera Thomas, Reading Coach

Participants:
Principal Assistant Principal Reading Coach District Reading Specialist Classroom Teachers V.E. Teachers Reading Interventionist

## Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Teachers will be provided professional development on the implementation of Success Maker, Destination Success, Insight, and FCAT Explorer. Teachers will provide opportunities to engage students through the use of technology and computer- based programs such as: Destination Success, Success Maker, and FCAT Explorer.

Person or Persons Responsible:
Principal Assistant Principal Reading Coach

Target Dates or Schedule:
Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Pre-Planning (August 12- August 16, 2013) Early Release( September 5) Success Maker Webinar(August 29th) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going)

Evidence of Completion:
Evidence of technology embedded in lesson plans Documentation of Classroom Observations and Focus Walks Reading Lesson Plans and Use of the Curriculum Guide Resources Success Maker Tracking Sheets Assessment Data Use of Data Notebooks

Facilitator:
Michelle Quarles, Principal La'sha Hill, Assistant Principal Shaakera Thomas, Reading Coach Pearson Representative

Participants:
Principal Assistant Principal Reading Coach

## Step #3 to Implement Strategy #1

Action:
V. E. Resource teachers will work with administrators and classroom teachers develop a daily schedule to provide supplemental support to students based upon their IEP goals.

Person or Persons Responsible:
Principal V. E. Resource Teachers Guidance Counselor General Education Teachers District ESE Support Reading Coach

Target Dates or Schedule:
V. E. Resource Schedule Reviews (On-going) MRT Meetings (Bi-weekly Mondays) Weekly PLC Meetings (Thursdays) Weekly Common Planning Meetings (Fridays) Classroom Observations and Focus Walks (On-going) Lesson Plan Checks (Weekly) Data Chats (Quarterly) District Curriculum Guide Assessments (August, October, January, March and May) Coaching Support (On-going)

Evidence of Completion:
Evidence and documentation of support based upon IEP goals and objectives Evidence of small group lesson plans and support V. E. Resource Teacher Schedules Evidence of MRT Meeting Agenga and IEP updates Data from the District Curriculum Guide Assessments Data Notebooks Interactive Journals and Student Work Samples PLC Meeting Agendas and Sign In Common Planning Time Meeting Minutes Classroom Observation Logs

## Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #1

Action:

The Principal and Assistant Principal will conduct on-going classroom observations and focus walks to monitor implementation and differentiation of instruction. Professional Development, coaching, and modeling will be provided to support individual teacher needs.

Person or Persons Responsible:

Principal Assistant Principal Reading Coach District Reading Specialist RTI Team Members

Target Dates or Schedule:

Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going) RTI Meeting (Bi-weekly Mondays)

Evidence of Completion

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Reading Lesson Plans and Use of the Curriculum Guides Teacher/Student Generated Charts Interactive Journals and Student Work Assessment Data Use of Data Notebooks Reading Interventionist Logs RTI Team Meeting Agendas and Student Plans Progress Monitoring Plan

## Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #1

Action:

Teachers will meet with administrators and coaches during weekly PLC meetings to analyze data, adjust instructional strategies, and identify students not responding to the core reading instruction. On-going progress monitoring of these students will be monitored through the RTI and Leadership teams.

Person or Persons Responsible:

Principal Assistant Principal Leadership Team Teachers RTI Team

Target Dates or Schedule:

Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going) Weekly Leadership Team Meetings Individual Professional Development Plan Reviews(October, JanuaryWeekly Common Planning Time(Fridays) W

| Goal #1: | To increase the percentage of proficiency (3 or above) on the 2014 Reading Spring FCAT 2.0 by 10% or more at each grade level from 41% to 54%. |
|---|---|
| Barrier #2: | Students reading below grade level expectations. |
| Strategy #2 to Overcome the Barrier | Students not responding adequately to reading instruction will receive a Progress Monitoring Plan (PMP), participate in Safety Net programs and will be provided an additional 30 minutes of daily supplemental instruction utilizing the RTI process and small group reading instruction. |

### Step #1 to Implement Strategy #2

Action:
Students will participate in RTI/Safety Net programs that include Saturday School, before and after school tutoring and an additional 30 minutes of daily small group remediation in reading.

Person or Persons Responsible:
Principal Assistant Principal Reading Coach District Reading Specialist Teachers V.E. Resource Teachers Reading Interventionist

Target Dates or Schedule:
Early Release (September 11,25, October 9, 23) Classroom Observations and Focus Walks (On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support(On-going) Intervention Logs Saturday School(8 weeks; February through March) After School Tutoring(weekly)

Evidence of Completion:
Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Reading Small Group Lesson Plan and Use of the Curriculum Guides Assessment Data Use of Data Notebooks Reading Intervention Logs Saturday School Lesson Plans and Attendance Tutoring Lesson Plans and Attendance

### Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #2 to Goal #1

Action:
Teachers will meet weekly with administrators and coaches to analyze and review assessment data and identify students who are in need of remediation. Students will receive the support of safety nets based upon their individual needs. A safety net calendar and plan will be implemented to support student needs. Administrators will monitor the effectiveness of the Reading interventions and safety nets through reviewing documentation to support implementation.

Person or Persons Responsible:
Principal Assistant Principal Reading Coach District Reading Specialist RTI Team

Target Dates or Schedule:
Weekly Professional Learning Community Meetings(Thursdays) Classroom Observations and Focus Walks Reading Small Group Lesson Plans Assessment Data Use of Data Notebooks Reading Intervention Logs RTI Team Meeting Agendas and Student Plans Progress Monitoring Plan Saturday School Lesson Plan and Assessments Safety Net Schedule

Evidence of Completion
Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Reading Small Group Lesson Plans Assessment Data Use of Data Notebooks Reading Intervention Logs RTI Team Meeting Agendas and Student Plans Progress Monitoring Plans Saturday School Attendance Lesson Plans and Assessment s Safety Net Schedule

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #2 to Goal #1

Action:
The Leadership Team will analyze and review assessment data and assist teachers in identifying students who are in need of remediation. Students will receive the support of safety nets based upon their individual needs. The effectiveness of the Reading interventions and safety nets will be monitored through reviewing documentation to support implementation.

Person or Persons Responsible:
Principal Assistant Principal Leadership Team RTI Team Teachers V.E. Resource Teachers

Target Dates or Schedule:
Weekly Professional Learning Community Meetings(Thursdays) Classroom Observations and Focus Walks (On-going) Quarterly Data Chats Weekly Lesson Plan Check Weekly Leadership Team Meetings Individual Professional Development Plan Reviews (October, January, March and May) Curriculum Guide Assessments(August, October, January, March and May) Saturday School Attendance(8 weeks;February through March) RTI Team Meeting Agendas and Student Plans

Evidence of Completion:
Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Reading Small Group Lesson Plans Assessment Data Use of Data Notebooks Reading Intervention Logs RTI Team Meeting Agendas and Student Plans Progress Monitoring Plans Saturday School Attendance Lesson Plans and Assessments Safety Net Schedule Leadership Team Meeting Agenda VE Resource Teacher Schedules

| Goal #2: | Decrease the number of students who are absent 20 or more days of instructional time by 10% from16 to 14. |
| --- | --- |
| Barrier #1: | Time needed to provide professional development for novice teachers on the use of the OnCourse System |
| Strategy #1 to Overcome the Barrier | The Professional Development Facilitator and Mentor Teachers will provide support and professional development for novice teacher on the use of the OnCourse System. |

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Training and support on how to utilize the OnCourse System

Person or Persons Responsible:
Principal Assistant Principal Professional Development Facilitator District CADRE Mentor Teachers Classroom Teachers

Target Dates or Schedule:
During monthly MINT meetings (First Mondays Monthly)

Evidence of Completion:
MINT Teacher sign in and agenda Teacher Portfolios

Facilitator:
Michelle Quarles, Principal LaSha Hill, Assistant Principal Cynthia Diggett, Professional Development Facilitator

Participants:
Principal Assistant Principal Professional Development Facilitator District CADRE Mentor Teachers Classroom Teachers

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Training and support on how to utilize the OnCourse System

Person or Persons Responsible:
Principal Assistant Principal District CADRE Professional Development Facilitator (PDF)

Target Dates or Schedule:
September 2013 - First Monday

Evidence of Completion
MINT Teacher sign in and agenda Teacher Portfolios

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Use of the OnCourse System to ensure that daily attendance in input accurately and consistently

Person or Persons Responsible:
Principal Assistant Principal CRT Operator Guidance Counselor

Target Dates or Schedule:
On-going

Evidence of Completion:
Daily Classroom Attendance Reports Monthly Attendance Reports

| | |
|---|---|
| Goal #2: | Decrease the number of students who are absent 20 or more days of instructional time by 10% from16 to 14. |
| Barrier #2: | Providing and scheduling flexible times to meet with parents during AIT meetings to develop an Attendance Action Plan that outlines goals and strategies to increase student attendance. |
| Strategy #3 to Overcome the Barrier | The guidance counselor and CRT Operator will review monthly attendance reports and identify students who exhibit chronic absences. Parents will be contacted in order to schedule an AIT meeting. |

### Step #1 to Implement Strategy #3

Action:
Attendance Meetings (AIT)

Person or Persons Responsible:
Principal Assistant Principal Guidance Counselor District Attendance Officer

Target Dates or Schedule:
First Friday of each month

Evidence of Completion:
Monthly Attendance Schedule Evidence of individual student Attendance Plans Reports from Genesis and OnCourse Daily Attendance Rosters

## Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #2 to Goal #2

Action:
Monthly attendance meetings and individual student action plans

Person or Persons Responsible:
Principal Assistant Principal

Target Dates or Schedule:
Daily by reviewing teacher attendance records Monthly review of attendance reports through Genesis Monthly review of Attendance Calendar

Evidence of Completion
Monthly Attendance Meeting Calendar Evidence of AIT meetings to include parent sign in along with the Attendance Action Plan

## Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #2 to Goal #2

Action:
The Leadership Team members will meet weekly in order to discuss SIP goals and strategies and analyze attendance data. Next steps and strategies for improvement will be developed based upon student attendance data.

| Goal #3: | To decrease the number of suspensions during the 2013-2014 school year by 10 % from 101 to 92. |
| Barrier #1: | Ensuring that Foundations and CHAMPS strategies are implemented with equity and fidelity throughout the school. |

## Step #2 to Implement Strategy #1

Action:
The RTI Team will attend district professional development sessions and model support for teacher to develop strategies for working with students in need of interventions.

Person or Persons Responsible:
Principal Assistant Principal RTI Team Classroom Teachers V. E. Resource Teachers

Target Dates or Schedule:
RTI Meetings (B-Weekly on Mondays) Classroom Observations and Support (On-going)

Evidence of Completion:
RTI Meeting Agendas and Schedules Documentation of RTI Strategies and Support for Individual Students Referral Data from Genesis V. E. Resource Teacher Schedules Log of Classroom Interventions and Strategies Modeling of RTI Strategies and Support

## Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #3

Action:
Evidence of school-wide implementation of RTI Strategies, Foundations/CHAMPS, Common Area rituals, routines, and strategies.

Person or Persons Responsible:
Principal Assistant Principal Classroom Teachers Safe and Healthy School Staff CHAMPS Train the Trainer/Facilitator RTI Team

Target Dates or Schedule:
Review of School-wide Expectations and Routines during Pre-planning (August 12, 2013) Early Release Day Professional Development CHAMPS Modeling (On-going) District On-line CHAMPS Course (On-going for NowI T

| | |
|---|---|
| Goal #3: | To decrease the number of suspensions during the 2013-2014 school year by 10 % from 101 to 92. |
| Barrier #3: | The need to implement and maintain school-wide rituals and routines to decrease the number of students in need of targeted intervention and remediation. |
| Strategy #2 to Overcome the Barrier | Character Education will be implemented school-wide to model expectations for responsible behavior |

### Step #1 to Implement Strategy #2

Action:
The Guidance Counselor will implement Character Education and utilize the Step Up to Bullying Curriculum bi-weekly to maintain positive behavior throughout the school. Students who have maintained positive behavior and exemplified good school citizenship will be recognized monthly.

Person or Persons Responsible:
Principal Assistant Principal Classroom Teachers Guidance Counselor

Target Dates or Schedule:
Student of the Month Celebrations and recognition (Monthly) Student of the Month Bulletin Board (On-going) Guidance Counselor Schedule and Weekly Instruction with Second Step and Character Traits (Weekly)

Evidence of Completion:
Character Education and Second Step Lesson Plans and Schedule Guidance Counselor Schedule Student of the Month Celebration Parent and Student Sign-in Updated Character Education Bulletin Board

### Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #3 to Goal #3

Action:
The implementation of Character Education will be implemented school-wide to model expectations for responsible behavior.

Person or Persons Responsible:
Principal Assistant Principal Guidance Counselor Classroom Teachers

Target Dates or Schedule:
Student of the Month Activities Character Education Classes (On-going) Book of the Month Assembly (Monthly) JSO Presentation (Fall) School-wide Assemblies (Quarterly August, January, March, May)

Evidence of Completion
Evidence of the Student of the Month Bulletin Board Character Education Lesson Plans Assembly Calendar Book of the Month Bulletin Board Parent Sign-In for the Student of the Month Celebration

### Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #3 to Goal #3

Action:
The effectiveness of Character Education program along with discipline data will be monitored and assessed during weekly Leadership Team Meetings and Foundations Team Meetings to identify areas of improvement and next steps.

Person or Persons Responsible:
Principal Assistant Principal Leadership Team Members Guidance Counselor Foundations Team

Target Dates or Schedule:
Leadership Team Meetings (Weekly) Foundations Team Meetings (Bi-weekly)

Evidence of Completion:
Foundations Team Meeting Sign In and Agenda Leadership Team Meeting Agendas and Sign In Student Discipline Data from Genesis

| Goal #4: | Increase the number of students who are proficient in Math on the 2014 Spring FCAT from 44% to 60%. |
|---|---|
| Barrier #1: | Ensuring that District Curriculum Guides and Instructional Framework are implemented with fidelity. |
| Strategy #1 to Overcome the Barrier | Teachers will utilize the District Curriculum Guides to incorporate math strategies and the key components of the new instructional framework (Gradual ReleasefRvdo |

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:

Teachers will receive professional development on the implementation of the District Instructional Framework and key components of the core math curriculum and Gradual Release Model. Evidence of instructional strategies to include the Introduction, I Do, We You, You Do and Closing will be displayed through the use of teacher/student generated charts, Interactive Journals and Math Portfolios.

Person or Persons Responsible:

Principal Assistant Principal School Based Math Coach District Math Specialist Math Interventionist V. E. Resource Teachers Classroom Teachers

Target Dates or Schedule:

Common Planning Time (Weekly) Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Coaches Logs District Curriculum Guide Assessments (August, October, January, March, May) Weekly Lesson Plan Checks

Evidence of Completion

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Math Lesson Plans and Use of the Curriculum Guides Teacher/Students Generated Charts Interactive Journals and Student Work Assessment Data Math Portfolios PLC Meeting Agendas and Sign In Early Release Day Agendas and Sign In V. E. Resource Schedule and Logs

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:

Ensuring that the District Framework and core math curriculum is implemented with fidelity to decrease the number of students needing additional interventions and remediation Administration, coaches, and teachers will meet during Weekly PLC and Leadership Team Meetings to monitor and review instructional strategies, analyze data and identify next steps for improvement.

Person or Persons Responsible:

Principal Assistant Principal School Based Math Coach Leadership Team Members District Math Specialist

Target Dates or Schedule:

Weekly Leadership Meetings (Tuesdays) Weekly PLC Meetings (Thursdays) Data Chats (Quarterly) District Curriculum Guide Assessments (August, October, January, March, May) Classroom Observations and Focus Walks (On-going) Coaching Logs and Teacher Support (Daily)

Evidence of Completion:

Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Math Lesson Plans and Use of the Curriculum Guides Teacher/Students Generated Charts Interactive Journals and Student Work Analysis of Assessment Data (FCIM, Quarterly CGA's, I-Ready) Math Portfolios PLC Meeting Agendas and Sign In Early Release Day Agendas and Sign In V. E. Resource Schedule and Logs Math Lesson Plans

| Goal #4: | Increase the number of students who are proficient in Math on the 2014 Spring FCAT from 44% to 60%. |
|---|---|
| Barrier #1: | Ensuring that District Curriculum Guides and Instructional Framework are implemented with fidelity. |
| Strategy #2 to Overcome the Barrier | Teachers will utilize the District Curriculum Guides to access additional resources to include: FCAT Item Specifications, Blended NGSSS and CCSS, and higher order questioning. These resources will be used to scaffold math instruction and develop lesson plans that incorporate higher level questioning and provides opportunities for students to think critically. |

### Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Teachers will participate in Professional Development to gain knowledge of how to unpack the Next Generation and Common Core Standards and implementation of the key components of the Math curriculum and the Gradual Release Model. Teachers will utilize strategies within daily math lessons to scaffold instruction and display evidence of the Gradual Release Model in the classroom to support implementation.

Person or Persons Responsible:
Classroom Teacher VE Teachers School Based Math Coach District Math Specialist Principal Assistant Principal

Target Dates or Schedule:
Common Planning Time (Weekly) Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Weekly Lesson Plan Checks Weekly Coaching Logs Early Release Date- September 11, 2013

Evidence of Completion:
Common Planning Time Meeting Minutes PLC Agenda and Sign In Weekly Lesson Plans Student work Teacher/student generated charts Common Board Configurations Classroom Observation and Walk Through logs Math Portfolios

Facilitator:
Teri Washington, Math Coach Michelle Quarles, Principal La'Sha Hill, Assistant Principal

Participants:
Classroom Teacher VE Teachers School Based Math Coach District Math Specialist Principal Assistant Principal

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #4

Action:
Teachers will utilize District Curriculum Guides and additional resources with fidelity to scaffold Math instruction, develop lesson plans, and incorporate higher level questioning within daily instruction.

Person or Persons Responsible:
Principal Assistant Principal School Based Math Coach District Math Specialist

Target Dates or Schedule:
Common Planning Time (Weekly) Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) W

| | |
|---|---|
| Goal #4: | Increase the number of students who are proficient in Math on the 2014 Spring FCAT from 44% to 60%. |
| Barrier #2: | Students performing below grade level in Math. |
| Strategy #1 to Overcome the Barrier | Effectively utilizing time management and data to identify next steps and differentiate instruction to meet the needs of individual students. |

### Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Teachers will utilize Curriculum Guide Assessments, FCIM, I-Ready, Success Maker and anecdotal notes to differentiate instruction based upon individual student needs. Teachers will be provided professional development in the following areas: Guided Math Small Group Instruction Response to Intervention Math Centers Math Tools

Person or Persons Responsible:
Principal Assistant Principal Math Coach District Math Specialist Teachers V.E. Resources Teachers Math Interventionist

Target Dates or Schedule:
Weekly Common Planning Time (Fridays) Weekly Professional Learning Community Meetings (Thursdays) Teacher Academy ( June - August 2013) Pre-planning (August 12 - August 16, 2013) Coaching Academy (On-going) Early Release (September 11,25, October 9, 23) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks Coaching and Math Support (Ongoing)

Evidence of Completion:
Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Math Lesson Plans and Use of the Curriculum Guides Teacher/Students Generated Charts Interactive Journals and Student Work Assessment Data Use of Data Notebooks Math Intervention Logs

Facilitator:
Principal Assistant Principal Math Coach Math Interventionist

Participants:
Principal Assistant Principal Math Coach District Math Specialist Teachers V.E. Resources Teachers Math Interventionist

## Step #2 to Implement Strategy #1 - PD Opportunity

Action:
V. E. Resource teachers will work with administrators and classroom teachers develop a daily schedule to provide supplemental support to students based upon their IEP goals.

Person or Persons Responsible:
Principal V. E. Resource Teachers Guidance Counselor General Education Teachers District ESE Support Math Coach

Target Dates or Schedule:
V. E. Resource Schedule Reviews (On-going) MRT Meetings (Bi-weekly Mondays) Weekly PLC Meetings (Thursdays) Weekly Common Planning Meetings (Fridays) Classroom Observations and Focus Walks (On-going) Lesson Plan Checks (Weekly) Data Chats (Quarterly) District Curriculum Guide Assessments (August, October, January, March and May) Coaching Support (On-going)

Evidence of Completion:
Evidence and documentation of support based upon IEP goals and objectives Evidence of small group lesson plans and support V. E. Resource Teacher Schedules Evidence of MRT Meeting Agenga and IEP updates Data from the District Curriculum Guide Assessments Data Notebooks Interactive Journals and Student Work Samples PLC Meeting Agendas and Sign In Common Planning Time Meeting Minutes Classroom Observation Logs

Facilitator:
Principal Assistant Principal Math Coach

Participants:
Principal V. E. Resource Teachers Guidance Counselor General Education Teachers District ESE Support Math Coach

## Step #3 to Implement Strategy #1 - PD Opportunity

Action:
Teachers will be provided professional development on the implementation of Success Maker, Destination Success, I-Ready, Gizmo's, FCAT Explore, and Reflex Math. Teachers will provide opportunities to engage students through the use of technology and computer- based programs such as: Destination Success, Success Maker, FCAT Explorer, I-Ready, Gizmo's, and Reflex Math.

Person or Persons Responsible:
Principal Assistant Principal Math Coach

Target Dates or Schedule:
Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Pre-Planning (August 12- August 16, 2013) Early Release( September 5) Success Maker Webinar(August 29th) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going)

Evidence of Completion:
Evidence of technology embedded in lesson plans Documentation of Classroom Observations and Focus Walks Math Lesson Plans and Use of the Curriculum Guide Resources Success Maker Tracking Sheets Assessment Data Use of Data Notebooks

Facilitator:
Principal Assistant Principal Math Coach

Participants:
Principal Assistant Principal Math Coach

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #4

Action:
The Principal and Assistant Principal will conduct on-going classroom observations and focus walks to monitor implementation and differentiation of instruction. Professional Development, coaching, and modeling will be provided to support individual teacher needs.

Person or Persons Responsible:
Principal Assistant Principal Math Coach District Math Specialist RTI Team Members V. E. Resource Teachers

Target Dates or Schedule:
Weekly Common Planning Time (Fridays) Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks Coaching and Math Support (Ongoing) RTI Meeting (Bi-weekly Mondays)

Evidence of Completion
Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Math Lesson Plans and Use of the Curriculum Guides Use of technology during centers and small group instruction Teacher/Students Generated Charts Interactive Journals and Student Work Assessment Data Use of Data Notebooks Math Intervention Logs RTI Team Meeting Agendas and Student Plans Progress Monitoring Plan Evidence of support by V. E. Resource Teachers (Schedule)

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #4

Action:
Teachers will meet with administrators and coaches during weekly PLC meetings to analyze data, adjust instructional strategies, and identify students not responding to the core math instruction. On-going progress monitoring of these students will be monitored through the RTI and Leadership teams.

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| Goal #4: | Increase the number of students who are proficient in Math on the 2014 Spring FCAT from 44% to 60%. |
|---|---|
| Barrier #2: | Students performing below grade level in Math. |
| Strategy #2 to Overcome the Barrier | Students not responding adequately to math instruction will receive a Progress Monitoring Plan (PMP), participate in Safety Net programs and will be provided an additional 30 minutes of daily supplemental instruction utilizing the RTI process and small group math instruction. |

## Step #1 to Implement Strategy #2

Action:
Students will participate in RTI/Safety Net programs that include Saturday School, before and after school tutoring and an additional 30 minutes of daily small group remediation in math.

Person or Persons Responsible:
Principal Assistant Principal Math Coach District Math Specialist Teachers V.E. Resources Teachers Math Interventionist

Target Dates or Schedule:
Early Release (September 11,25, October 9, 23) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks Coaching and Math Support (Ongoing) Intervention Logs Saturday School (8 weeks; February through March) After School Tutoring (weekly) Math Minion Club (weekly)

Evidence of Completion:
Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Math Small Group Lesson Plans and Use of the Curriculum Guides Assessment Data Use of Data Notebooks Math Intervention Logs Saturday School Lesson Plans and Attendance Tutoring Lesson Plans and Attendance

## Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #2 to Goal #4

Action:
Teacher will meet weekly with administrators and coaches to analyze and review assessment data and identify students who are in need of remediation. Students will receive the support of safety nets based upon their individual needs. A safety net calendar and plan will be implemented to support student needs. Administrators will monitor the effectiveness of the Math interventions and safety nets through reviewing documentation to support implementation.

Person or Persons Responsible:
Principal Assistant Principal Math Coach District Math Specialist RTI Team

Target Dates or Schedule:
Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks Coaching and Math Support (Ongoing) Weekly Leadership Team Meetings Individual Professional Development Plan Reviews (October,January,March and May) Curriculum Guide Assessments (August, October, January,March and May) Saturday School Attendance ( 8 weeks; February through March) RTI Meeting Agenda and Student Plans

Evidence of Completion
Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Math Small Group Lesson Plans Assessment Data Use of Data Notebooks Math Intervention Logs RTI Team Meeting Agendas and Student Plans Progress Monitoring Plan Saturday School Attendance, Lesson Plans and Assessments Safety Net Schedule

### Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #2 to Goal #4

Action:
The Leadership Team will analyze and review assessment data and assist teachers in identifying students who are in need of remediation. Students will receive the support of safety nets based upon their individual needs. The effectiveness of the Math interventions and safety nets will be monitored through reviewing documentation to support implementation.

Person or Persons Responsible:
Principal Assistant Principal Leadership Team RTI Team Teachers VE Resource Teachers

Target Dates or Schedule:
Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks Weekly Leadership Team Meetings Individual Professional Development Plan Reviews (October,January,March and May) Curriculum Guide Assessments (August, October, January,March and May) Saturday School Attendance ( 8 weeks; February through March) RTI Meeting Agenda and Student Plans

Evidence of Completion:
Documentation of Coaches Logs Documentation of Classroom Observations and Focus Walks Math Small Group Lesson Plans Assessment Data Use of Data Notebooks Math Intervention Logs RTI Team Meeting Agendas and Student Plans Progress Monitoring Plan Saturday School Attendance, Lesson Plans and Assessments Safety Net Schedule Leadership Team Meeting Agenda VE Resource Teacher Schedules

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| Goal #5: | Increase the number of students who are proficient in reading by third grade from 45% to 50%. |
| Barrier #1: | Ensuring the successful administration and use of the IOWA Assessment, FLKRS, Curriculum Guide Assessments, FCIM and DAR to drive instruction. |
| Strategy #1 to Overcome the Barrier | Teachers will participate in weekly PLC meetings to receive support on analyzing assessment data and identifying next steps for instruction. |

### Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Teachers will participate in professional development on the implementation and use of the Curriculum Guide Assessments, DAR, FLKRS, FCIM, and IOWA Assessments.

Person or Persons Responsible:
Principal Assistant Principal Reading Coach Leadership Team Members District ELA Specialist

Target Dates or Schedule:
Teacher Academy (July-August) Pre-planning (August 12-16) Weekly PLC Meetings (Thursdays) Early Release Day Trainings (B-weekly)

Evidence of Completion:
Attendance and Professional Development Points from the Teacher Academy Pre-planning Agenda and Sign In Weekly PLC Meeting Agenda and Sign In Early Release Day Meeting Agenda and Sign In Data Notebooks Reports from Limelight Data from the PMRN FCIM Data

Facilitator:
Shaakera Thomas, Reading Coach LaSha Hill, Assistant Principal Michelle Quarles, Principal Cynthia Wright, Reading Interventionist

Participants:
Principal Assistant Principal Reading Coach Leadership Team Members District ELA Specialist

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:
The Leadership Team will meet weekly to monitor reading assessment data and individual student performance and identify next steps for instruction and professional development. Teachers will receive support on analyzing assessment data, instructional strategies and differentiation of instruction based upon student needs.

Person or Persons Responsible:
Principal Assistant Principal Reading Coach District ELA Specialist Classroom Teachers Leadership Team Members

Target Dates or Schedule:
Teacher Academy (July-August) Pre-planning (August 12-16) Weekly PLC Meetings (Thursdays) Early Release Day Trainings (B-weekly) Weekly Leadership Team Meetings (Tuesdays) Data Chats (Quarterly) Curriculum Guide Assessments (August, October, January, March, May) Leadership Team Meetings (Tuesdays)

Evidence of Completion:
Weekly Coaching Logs Weekly Classroom Observation Logs and Focus Walk Forms Data Notebooks Lesson Plans that include differentiation and small group instruction Flexible and fluid small group lesson plans implemented based upon student data Class Profile Sheets and Assessment Data PLC Agenda and Sign In

| Goal #5: | Increase the number of students who are proficient in reading by third grade from 45% to 50%. |
| --- | --- |
| Barrier #3: | Balancing the amount of time spent with students who are proficient compared to the amount of time spent with students who are not proficient. |
| Strategy #3 to Overcome the Barrier | Students not responding adequately to reading instruction will receive a Progress Monitoring Plan (PMP) and will be provided an additional 30 minutes of daily supplemental instruction utilizing the RTI process and small group reading instruction. |

Step #1 to Implement Strategy #3

Action:
Small group reading interventions and supplemental support for students not responding to the core reading instruction.

Person or Persons Responsible:
Principal Assistant Principal Classroom Teachers Reading Interventionist Tutors

Target Dates or Schedule:
During daily reading instruction

Evidence of Completion:
Development of Progress Monitoring Plans for all students falling below grade level in reading Lesson Plans Reading Interventionist Intervention Logs Tutor Intervention Logs Document of strategies developed through RTI meetings Classroom observations/Focus Walks

## Step #2 to Implement Strategy #3 - PD Opportunity

Action:

New and Novice teachers will receive support and professional development on the implementation of RTI strategies and Progress Monitoring Plans

Person or Persons Responsible:

Principal Assistant Principal Reading Coach Guidance Counselor Professional Development Facilitator (PDF)

Target Dates or Schedule:

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Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #6

Action:
Leadership Team Members will meet weekly to monitor the effectiveness of the implementation of STEAM activities in all core subject areas and grade levels. Teachers, coaches and administrators will meet weekly during PLC Meetings to review student work samples and data to identify next steps for instruction and enrichment.

Person or Persons Responsible:
Principal Assistant Principal Classroom Teachers Lead Science Teacher District Science Specialist Art Teacher Math Coach Reading Coach

Target Dates or Schedule:
Weekly Leadership Team Meetings (Tuesdays) Classroom Observations and Focus Walks (On-going) PLC Meetings and Collaboration (Thursdays Weekly)

Evidence of Completion:
PLC Meeting Sign In and Agendas Classroom Observations and Focus Walk Logs District Curriculum Guide Assessment Data Student Work Samples Evidence of STEAM activities and Labs Evidence of Field Trips and Hands-on Activities

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|---|---|
| Goal #6: | Implement STEM and enrichment programs in order to increase the percentage of students who score at level 4 or above in the areas of science (19% - 25%) and math (11% to 15%). |
| Barrier #4: | Consistently addressing the core science benchmarks across all grade levels. |
| Strategy #4 to Overcome the Barrier | Teachers will participate in professional development on implementing STEAM activities within the classroom with fidelity across all grade levels. |

Step #1 to Implement Strategy #4 - PD Opportunity

Action:
Teachers will participate in professional development on how to create and incorporate STEAM

### Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #4 to Goal #6

Action:

Ensure that STEAM strategies are implemented with fidelity in all core subject areas and grade levels.

Person or Persons Responsible:

Principal Assistant Principal Classroom Teachers Lead Science Teacher District Science Specialist Art Teacher Math Coach Reading Coach

Target Dates or Schedule:

Classroom Observation and Focus Walks (On-going) Modeling of STEAM Strategies by Coaches(On-going) PLC Meetings and Collaboration (Thursdays Weekly)

Evidence of Completion

PLC Meeting Sign In and Agendas Classroom Observations and Focus Walk Logs District Science Specialist, Math and Reading Coach Logs and Evidence of Support Teacher/Student Generated Charts Interactive Journals Student Work Samples Evidence of STEAM activities and Labs

### Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #4 to Goal #6

Action:

Leadership Team Members will meet weekly to monitor the effectiveness of the implementation of STEAM strategies in all core subject areas and grade levels. Teachers, coaches and administrators will meet weekly during PLC Meetings to review student work samples and data to identify next steps for instruction and professional development.

Person or Persons Responsible:

Principal Assistant Principal Classroom Teachers Lead Science Teacher District Science Specialist Art Teacher Math Coach Reading Coach

Target Dates or Schedule:

Weekly Leadership Team Meetings (Tuesdays) Classroom Observations and Focus Walks (On-going) PLC Meetings and Collaboration (Thursdays Weekly)

Evidence of Completion:

PLC Meeting Sign In and Agendas Classroom Observations and Focus Walk Logs District Curriculum Guide Assessment Data Student Work Samples Evidence of STEAM activities and Labs
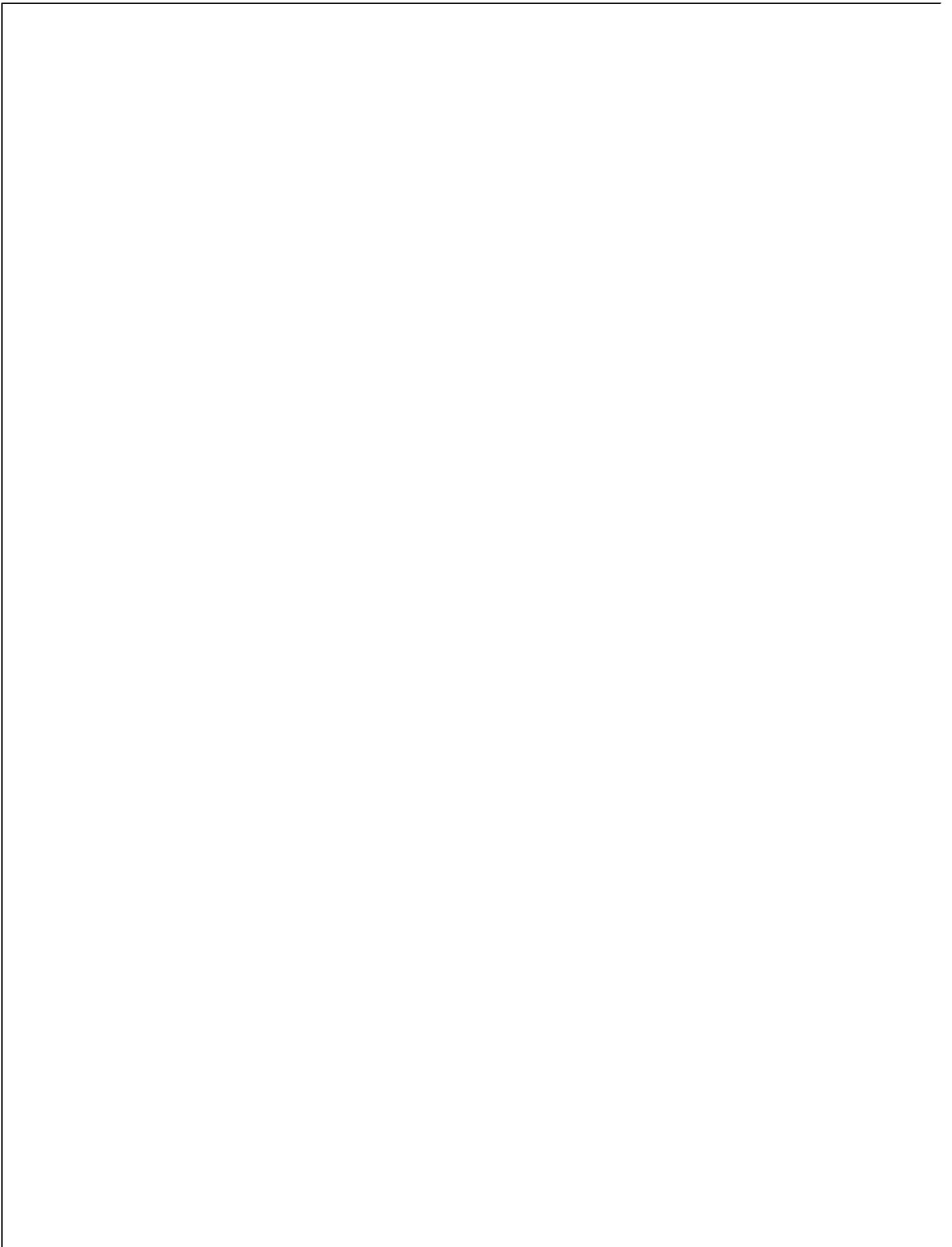
### Step #3 to Implement Strategy #2

Action:

The RTI Team, Interventionists and classroom teachers will utilize FCIM and CGA data to identify students who fall below grade level in science. Students will be provided with small group instruction and a Progress Monitoring Plan outlining instructional strategies and support. The Reading Coach will assist teachers with strategies to support reading in science.

Person or Persons Responsible:

Principal RTI Team Guidance Counselor Classroom Teachers Reading Coach Reading Interventionist

Target Dates or Schedule:

RTI Schedule and Agendas (Bi-weekly Mondays) Weekly PLC Meetings (Thursdays) Weekly Common Planning Meetings (Fridays) Classroom Observations and Focus Walks (On-going) Lesson Plan Checks (Weekly) Data Chats (Quarterly) District Curriculum Guide Assessments (August, October, January, March and May) Coaching Support (On-going) Safety Net Schedules Reading Interventionist Lesson Plans

Evidence of Completion:

RTI Meeting Agendas and Sign In Evidence of small group lesson plans and support Reading Interventionist Schedules Data from the District Curriculum Guide Assessments Data Notebooks PLC Meeting Agendas and Sign In Common Planning Time Meeting Minutes Evidence of the Implementation of PMP'S

### Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #2 to Goal #7

Action:

Administrators will monitor the collaboration of teachers and the implementation of daily safety nets, small group instruction and differentiation of science instruction that is based upon the needs of individual students. Students will participate in daily small group instruction to develop skills and increase comprehension of learning tasks in science.

Person or Persons Responsible:

Principal Assistant Principal District Science Specialist

Target Dates or Schedule:

Classroom Observations and Focus Walks (On-going) Weekly PLC Meetings (Thursdays) Weekly Leadership Team Meetings (Tuesdays) Common Planning Time Meetings (Fridays) Coaches Logs and Support (On-going) Interventions and V. E. Resource Logs (On-going)

Evidence of Completion

Daily lesson plans to include differentiation and small group instruction. Safety Net Schedule and Support V. E. Resource Teacher Calendar and Lesson Plans Common Planning Meeting Minutes Weekly PLC Meeting Agendas Classroom Observations and Logs Interventionist Logs Coaches Logs and Documentation RTI Agenda and Calendars Progress Monitoring Plans and Implementation MRT Meeting Agendas and Documentation of IEP's

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #2 to Goal #7
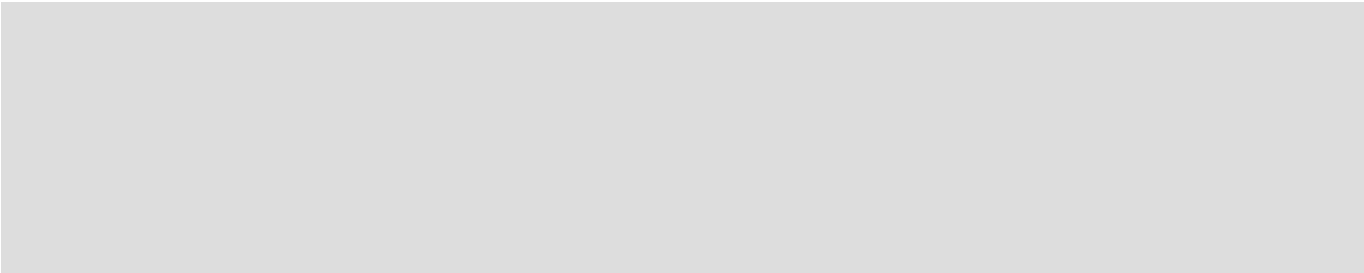
Action:

### Step #2 to Implement Strategy #3 - PD Opportunity

Action:
Teachers will receive professional development on unpacking the Common Core Standards, and implementation along with strategies to integrate reading and writing into science.

Person or Persons Responsible:
Principal District Coach Leadership Team Teachers

Target Dates or Schedule:
Early Release Day Professional Development (9/11/13, 10/23/13, 11/6/13) Individual Professional Development Plan Reviews (Quarterly) Weekly PLC Meetings (On-going) Classroom Observations and Focus Walks (On-going) Coaching Support (On-going)

Evidence of Completion:
Classroom Observations and Focus Walks Weekly lesson plans to include the use of non-fiction text along with the NGSSS and CCSS. Documentation of Coaches Logs and Support PLC Meeting Agendas and Sign In ERD Professional Development Agendas and Sign In Student Work Samples and Interactive Journals Teacher/Student Generated Charts Evidence of Individual Professional Development Plan Strategies.

Facilitator:
Michelle Quarles, Principal LaSha Hill, Assistant Principal Shaakera Thomas, Reading Coach Rebecca Cook, Lead Science Teacher District Science Specialist

Participants:
Principal District Coach Leadership Team Teachers

### Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #2 to Goal #7

Action:
Administrators will monitor the implementation of non-fiction science text and the use of the NGSSS and CCSS to integrate reading and writing in science through daily classroom observations and focus walks. Teachers will meet weekly during PLC meetings to discuss the implementation of instructional strategies and identify next steps for instruction.

Person or Persons Responsible:
Principal Assistant Principal Classroom Teachers Media Specialist Reading Coach District Reading Specialist

Target Dates or Schedule:
Early Release Day Professional Development (9/11/13, 10/23/13, 11/6/13) Individual Professional Development Plan Reviews (Quarterly) Weekly PLC Meetings (On-going) Classroom Observations and Focus Walks (On-going) Coaching Support (On-going)

Evidence of Completion
Documentation of Classroom Observations and Focus Walks Documentation of Reading Coach Support and Modeling Early Release Day Meeting Agenda and Sign-in PLC Meeting Agenda and Sign-in Science Lesson Plans to include the use of the NGSSS and CCSS. Evidence of the use of non-fiction text, teacher/student generated charts, student work and Interactive Journal Evidence of Individual Professional Development Plan updates and reflection.

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #2 to Goal #7

Action:

Administrators, Leadership Team members and teachers will meet during weekly PLC and Leadership Team meetings to review FCIM and CGA data, discuss instructional practices and review the implementation of the Common Core Standards and Next Generation State Standards in Science along with the integration of non-fiction text. Adjustments will be made to instruction based upon the needs of individual students.

Person or Persons Responsible:

Principal Assistant Principal Leadership Team Teachers Media Specialist

Target Dates or Schedule:

Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks Weekly Leadership Team Meetings Individual Professional Development Plan Reviews (October,January,March and May) Curriculum Guide Assessments (August, October, January,March and May) Media Center Lesson Plans (Weekly)

Evidence of Completion:

Documentation of Classroom Observations and Focus Walks Documentation of Reading Coach Support and Modeling Early Release Day Meeting Agenda and Sign-in PLC Meeting Agenda and Sign-in Science Lesson Plans to include the use of the NGSSS and CCSS. Evidence of the use of non-fiction text, teacher/student generated charts, student work and Interactive Journal Evidence of Individual Professional Development Plan updates and reflection. Leadership Team Meeting Agendas and Sign-In Documentation of Classroom Observations and Focus Walks CGA and FCIM Assessment Data Use of Data Notebooks

| | |
|---|---|
| Goal #7: | Increase the percentage of proficiency (3 or above) on the 2014 Science Spring FCAT 2.0 by 10% from 50% to 55%. |
| Barrier #6: | Ensuring that District Curriculum Guides and Instructional Framework are implemented with fidelity across all grade levels in science. |
| Strategy #1 to Overcome the Barrier | Teachers will utilize the District Curriculum Guides to incorporate higher level questioning, hands-on activities and the key components of the District Instructional Framework (Gradual Release Model) in science. |

### Step #1 to Implement Strategy #1

Action:

A school-wide emphasis will be placed on the implementation of the District Instructional Framework to include the Gradual Release Model and key components in science across all grade levels. Teachers will plan and scaffold lessons utilizing the standards and Item Specifications to increase higher order thinking skills and meet the needs of each student working towards mastery level in science.

Person or Persons Responsible:

Principal Assistant Principal District Specialist School Coaches K-5 Science Teachers

Target Dates or Schedule:

Weekly Common Planning Time Weekly PLC Meetings (Thursdays) Teacher Academy (July - August) Pre-planning (August 12-16, 2013) Coaching Academy (On-going) Early Release Day Professional Development (October 6, 2013) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks District Science Specialist Feedback and Support (On-going) Curriculum Guide Assessments (August, October, January, March and May) Weekly Science FCIM Assessments Science Labs and Hands-on Activities (2-5 days weekly)

Evidence of Completion:

Weekly Common Planning Meeting Minutes Weekly PLC Meeting Agendas and Minutes Daily Science Lesson plans and Use of the Curriculum Guides Interactive Journals and Student work Science Portfolios CGA Data FCIM Data Teacher/Student Generated Charts Early Release Day Agendas and Sign In Classroom Observation Logs Coaching Logs and Documentation of Support Individual Professional Development Plans (Quarterly Review)

## Step #2 to Implement Strategy #1 - PD Opportunity

**Action:**
Teachers will participate in professional development on implementation of the Gradual Release Model, higher level questioning and the use of hands-on activities in science. Evidence of instructional strategies will be exhibited through the use of teacher/student generated charts, Interactive Journals, Science Portfolios and hands-on science activities and labs.

**Person or Persons Responsible:**
Principal Assistant Principal District Specialist School Coaches K-5 Science Teachers

**Target Dates or Schedule:**
Weekly Common Planning Time Weekly PLC Meetings (Thursdays) Teacher Academy (July - August) Pre-planning (August 12-16, 2013) Coaching Academy (On-going) Early Release Day Professional Development (September 11, 2013 and October 6, 2013) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks District Science Specialist Feedback and Support (On-going) Individual Professional Development Plans (Quarterly Review)

**Evidence of Completion:**
Weekly Common Planning Meeting Minutes Weekly PLC Meeting Agendas and Minutes Daily Science Lesson plans and Use of the Curriculum Guides Interactive Journals and Student work Science Portfolios CGA Data FCIM Data Teacher/Student Generated Charts Early Release Day Agendas and Sign In Classroom Observation Logs Coaching Logs and Documentation of Support Individual Professional Development Plans (Quarterly Review) Evidence of the scientific process and hands on activities

**Facilitator:**
Principal Leadership Team District Science Specialist Science Lead Teacher PDF

**Participants:**
Principal Assistant Principal District Specialist School Coaches K-5 Science Teachers

## Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #6 to Goal #7

**Action:**
Administrators will monitor the fidelity and implementation of the District Curriculum Guides and key components of the science curriculum to include the use of Item Specifications, standards, higher order questioning strategies, hands-on activities, labs, and the use of the Interactive Journals across all grade levels. All students K-5 will participate in weekly scheduled lab times emphasizing the use of a common lab report format to document hands-on activities. Administrators will monitor the implementation lab activities through classroom observations and daily focus walks. Coaches will support teachers as they utilize strategies from professional development sessions to enhance daily science instruction.

**Person or Persons Responsible:**
Principal Assistant Principal District Specialist School Coaches

**Target Dates or Schedule:**
Weekly Common Planning Time Weekly PLC Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks District Science Specialist Feedback and Documentation of Support (On-going) Curriculum Guide Assessments (August, October, January, March and May) Weekly Science FCIM Assessments

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## Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Teachers will use question stems from the FCAT Item Specifications and Curriculum Learning Guide to expose students to critical thinking activities and higher level questioning.

Person or Persons Responsible:
Principal Assistant Principal Teachers Lead Science Teacher District Science Specialist

Target Dates or Schedule:
Classroom Observations (On-going) Weekly PLC Meetings (Thursdays) Common Planning Time (Fridays) Coaching and Support (On-going) Early Release Day (9/11/13 and 10/6/13)

Evidence of Completion:
Evidence of the use of Item Specifications, Curriculum Guides and Higher Level Questioning in science lesson plans Evidence of Classroom Observations and Focus Walks Evidence of Coaching and support Student Work Samples Assessments and Data Use of the Data Notebook

Facilitator:
Michelle Quarles, Principal LaSha Hill, Assistant Principal District Science Specialist

Participants:
Principal Assistant Principal Teachers Lead Science Teacher District Science Specialist

## Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #7 to Goal #8

Action:
Ensuring the integration of technology and higher level questioning strategies are incorporated into daily science instruction with fidelity and students are exposed to various enrichment activities to increase skills in critical thinking.

Person or Persons Responsible:
Principal Assistant Principal District Science Coach

Target Dates or Schedule:
Classroom Observations and Focus Walks (On-going) Coaching Support and Modeling (On-going) Weekly PLC Meetings (Thursdays) Weekly Common Planning Meetings (Fridays) Data Chats (Quarterly) Daily Lesson Plans

Evidence of Completion
Documentation of Classroom Observations, Lesson Plan Checks and Focus Walks Evidence of Coaching Logs Documenting support Student Work Samples Assessments and Data Use of the Data Notebook PLC Meeting Agenda and Sign IN Common Planning Meeting Minutes

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #7 to Goal #8

Action:
Monitoring the effectiveness of integrating technology and higher level questioning strategies and critical thinking skills within daily science instruction.

Person or Persons Responsible:
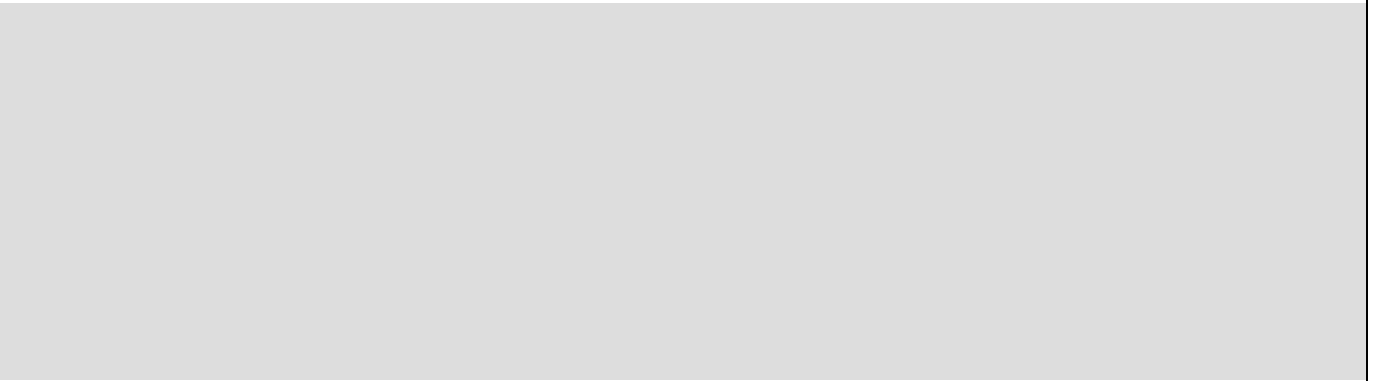
## Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Provide opportunities for novice teachers to participate in collegial observations, modeled lessons and time to collaborate with Mentor Teachers during MINT Meetings

Person or Persons Responsible:
Principal Assistant Principal Classroom Teachers District CADRE Professional Development Facilitator (PDF) Substitute Teacher

Target Dates or Schedule:
Monthly MINT Meetings (First Friday Monthly) Collegial observations/Modeling (Scheduled as needed)

Evidence of Completion:
MINT Portfolios Individual Professional Development Plans (IPDP) Calendar with scheduled observations Evidence of Mentor Observations and Debriefs

Facilitator:
Michelle Quarles Cynthia Diggett

Participants:
Principal Assistant Principal Classroom Teachers District CADRE Professional Development Facilitator (PDF) Substitute Teacher

## Step #3 to Implement Strategy #1 - PD Opportunity

Action:
Coaching Learning Cycles (CLC'S)

Person or Persons Responsible:
Principal Assistant Principal Reading Coach District Reading Specialist Classroom Teachers Substitute Teacher

Target Dates or Schedule:
Weekly Common Planning (Mondays) Use of substitute as needed

Evidence of Completion:
Evidence of Lesson Plans CLC Agenda and Sign In Evidence of Instructional Practices within Classrooms

Facilitator:
Michelle Quarles Shaakera Thomas LaSha Hill

Participants:
Principal Assistant Principal Reading Coach District Reading Specialist Classroom Teachers Substitute Teacher

Goal #9:      Increase the percentage of students who are proficient (3.5 or above) on the 2014 Spring FCAT Writing Assessment from 17% to 50%.

Barrier #1:

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #9

Action:
Modeling of instructional strategies and best practices in writing to include the Instructional Framework and Gradual Release Model. Daily Implementation and evidence of the District Framework and Gradual Release Model to support and scaffold daily writing instruction.

Person or Persons Responsible:
Principal Assistant Principal Reading Coach District ELA Specialist

Target Dates or Schedule:
Weekly Classroom Observations and Focus Walks PLC Meetings (Weekly) Common Planning Minutes (Weekly) Collegial Observations (On-going)

Evidence of Completion:
Daily Lesson Plans to include the Gradual Release Model Classroom Artifacts Writing Portfolios Coaching Logs Documentation from Collegial Observations Formal and Informal Classroom Observations Individual Professional Development Plan (IPDP)

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #9

Action:
Modeling of instructional strategies and best practices in writing to include the Instructional Framework and Gradual Release Model. Daily Implementation and evidence of the District Framework and Gradual Release Model to support and scaffold daily writing instruction.

Person or Persons Responsible:
Principal Assistant Principal Leadership T

| Goal #9: | Increase the percentage of students who are proficient (3.5 or above) on the 2014 Spring FCAT Writing Assessment from 17% to 50%. |
| --- | --- |
| Barrier #1: | Ensuring the that the Common Core Standards, District Instructional Framework and elements of writer͂ craft are implemented with fidelity across all grade levels. |
| Strategy #4 to Overcome the Barrier | A school-wide emphasis will be placed on the alignment of the Next Generation Sunshine State Standards and Common Core State Standards in writing through teaching students the skills necessary respond to text, utilize evidence from text to support their writing and compose informational text across all content areas. |

### Step #1 to Implement Strategy #4

Action:
Teachers will utilize the Next Generation Sunshine State Standards and Common Core State Standards in writing to increase student skills in responding to text using evidence from the text to support their writing in addition to composing informational text across all content areas.

Person or Persons Responsible:
Principal Assistant Principal Reading Coach District ELA Specialist Classroom Teachers Teach For America

Target Dates or Schedule:
Writing Instruction (Daily) Classroom Observations (On-going) PLC Meetings (Weekly)

Evidence of Completion:
Daily Writing Lesson Plans Classroom Artifacts Writing Portfolios - Samples of Student Work Use of non-fiction text to support writing Interactive Journals Common Board Configuration Evidence of the Book of the Month Response to Literature

### Step #2 to Implement Strategy #4

Action:
Teachers will model the writing process daily; all writing will be dated, and recorded in a source book/ journal, or work folder for monitoring of growth across time.

Person or Persons Responsible:
Principal Assistant Principal Reading Coach District ELA Specialist Classroom Teachers Teach For America

Target Dates or Schedule:
Writing Instruction (Daily) Classroom Observations (On-going) PLC Meetings (Weekly)

Evidence of Completion:
Evidence of student work over time Conference logs Writing Portfolios Assessment Crates Analytic and Six Point rubrics along with anchor sets, Posted student Work. Student use of evidence to support writing

### Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #9

Action:
Monitoring the implementation of the Common Core State Standards in writing to increase student skills in using evidence from the text to support their writing in addition to composing informational text across all content areas.

Person or Persons Responsible:
Principal Assistant Principal Reading Coach District ELA Specialist

Target Dates or Schedule:
Classroom Observations and Focus Walks (On-going) Lesson Plan Checks (On-going) PLC Meetings (Weekly) Book of the Month Response to Literature (Monthly)

Evidence of Completion
Daily Coaches Logs and evidence of teacher support Daily Classroom Observation Logs and Focus Walks Evidence of Lesson Plans Common Board Configurations Writing Data and District Assessments Book of the Month Responses

### Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #9

Action:
Monitoring the effectiveness and implementation of the Common Core State Standards in writing to increase student skills in using evidence from the text to support their writing in addition to composing informational text across all content areas.

Person or Persons Responsible:
Principal Assistant Principal Leadership Team Classroom Teachers

Target Dates or Schedule:
PLC Meetings (Weekly) Leadership Team Meetings (Weekly) Data Chats (Quarterly) Classroom Observations and Focus Walks (On-going)

Evidence of Completion:
Student writing samples from District Writing Assessments will be scored by classroom teachers and coaches using anchor papers. Samples of student work will be used to measure student progress in order to identify next steps for instruction.

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| Goal #9: | Increase the percentage of students who are proficient (3.5 or above) on the 2014 Spring FCAT Writing Assessment from 17% to 50%. |
| Barrier #4: | Time, and resources needed to effectively analyze data, conduct writing conferences and differentiate instruction based upon individual student needs in writing. |
| Strategy #2 to Overcome the Barrier | Teachers will conference with a minimum of 3-4 groups daily on the elements of writerẽ craft to include editing, revising and publishing of polished writing pieces. |

### Step #1 to Implement Strategy #2

Action:
Classroom teachers will implement small group/differentiation of instruction and conferencing during writing daily.

Person or Persons Responsible:
Classroom Teachers Reading Coach District ELA Specialist

Target Dates or Schedule:
Daily during writing instruction

Evidence of Completion:
Writing Conference Logs Lesson Plans to include small group/differentiation

### Step #2 to Implement Strategy #2 - PD Opportunity

Action:
Professional development will be provided to teachers in the following areas: Strategies for Effective Writing Conferences, Writer's Notebooks, and Interactive Journals

Person or Persons Responsible:
Principal Assistant Principal Reading Coach Classroom Teachers

Target Dates or Schedule:
Early Release Day Professional - September 25, 2013, October 9, 2013) Development (Wednesday Bi-weekly)

Evidence of Completion:
Professional Development Calendar ERD sign in Evidence of strategies within daily lesson plans Student work Evidence of conference logs

Facilitator:
Michelle Quarles, Principal LaSha Hill, Assistant Principal Shaakera Thomas, Reading Coach

Participants:
Principal Assistant Principal Reading Coach Classroom Teachers

### Step #3 to Implement Strategy #2

Action:
Students who are not responding adequately to core instruction will receive a Progress Monitoring Plan (PMP) along with supplemental, small group writing instruction

Person or Persons Responsible:
Principal Leadership Team Guidance Counselor RTI Team Teachers

Target Dates or Schedule:
Early Release Day Professional Development (Wednesday Bi-weekly) Data Chats (Quarterly) Classroom Observations and Focus Walks (On-going)

Evidence of Completion:
Curriculum Guide Assessments Data Notebooks Conference Logs Safety Net Schedules Small Group Instruction Lesson Plans SES Tutoring Saturday School Attendance RTI Meeting Agenda and Calendar FCAT Writing Results .

### Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #4 to Goal #9

Action:
Teachers will provide small group/conferencing to differentiate instruction and provide students with additional support on the elements of writer's craft. Focus walks and classroom observations will be conducted to ensure that instruction is consistent and groups are flouid and flexible.

Person or Persons Responsible:
Principal Assistant Principal

Target Dates or Schedule:
Classroom Observations and Focus Walks (Daily) PLC Meetings (Thursdays Weekly) Data Chats (Quarterly)

Evidence of Completion
Assessment Results Data Notebooks Conference Logs Safety Net Schedules Small Group Lesson Plans RTI Strategies and Plans FCAT Writing Results Individual Professional Development Plans (IPDP) to include reflection by the teacher Documentation of Classroom Observations and Focus Walks PLC Meeting Agendas Evidence of student writing samples to include published pieces Writing Portfolios Classroom Artifacts and Teacher/Student Generated Charts

### Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #4 to Goal #9

Action:
Student work samples, anecdotal notes and assessment data will be analyzed to identify students growth and develop next steps for instruction as needed. Teachers will differentiate instruction and maintain flexible and fluid grouping of students based upon assessment data.

Person or Persons Responsible:
Principal Assistant Principal Reading Coach District ELA Specialist Leadership Team Members

Target Dates or Schedule:
Leadership Team Meetings (Weekly) PLC Meetings (Weekly) Common Planning (Weekly) Classroom Observations and Focus Walks (On-going) Curriculum Guide Assessments (August, October, January, March and May)

Evidence of Completion:
Analysis of District Writing Assessments Analysis and evidence of student work samples and Writing Portfolios indicating student growth over time Documentation and evidence of small group instruction and conferencing Documentation of Class Profile Sheets

## Coordination and Integration

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include T    itle I, Part A; T itle I, Part C Migrant; T  itle I, Part D; T itle II; T itle III; Title VI, Part B; T itle X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

Title I, Part A

Reading Coach: (Title I)

Our schoolõ Reading Coach facilitates and provides professional development, and coach for teachers utilizing a standards-based curriculum. Best practices are implemented through modeled lessons and classrooms, professional development, and coaching. An Intensive Remediation and Safety Net Plan are implemented for grades 3 Ð 5 to support lower performing students on the FCAT and District Curriculum Guide Assessments.

Math Coach: (Title I)

Our schoolõ Math Coach facilitates and provides professional development, and coach for teachers utilizing a standards-based curriculum. Best practices are implemented through modeled lessons and classrooms, professional development, and coaching. An Intensive Remediation and Safety Net Plan are implemented for grades 3 Ð 5 to support lower performing students on the FCAT and District Curriculum Guide Assessments.

Math Interventionist: (Title I)

The Math Interventionist collaborates with classroom teachers, coaches and administrators by analyzing and disaggregatng data and utilizing Insight/Inform, FCIM Assessments, CGA'S, I-Ready, and Success Maker to implement and guide small group instruction.

Red Ribbon Week

Pine Estates Elementary will implement activities during Red Ribbon Week that support prevention of violence and the use of alcohol, tobacco, and drugs. This activity helps to foster a safe, drug free learning environment that supports student growth and achievement.

Character Education

Our guidance counselor provides character education to whole group and individual students throughout the school-year. Each month, a Character Trait is introduced and highlighted on our Character Counts Bulletin Board. The guidance counselor also provides teachers and students with addition support and resources to assist with implement monthly Character Traits. Students exhibiting good character are rewarded monthly.

Bully Prevention:

Our guidance counselor and classroom teachers utilize the Second Step curriculum to provide students with strategies on effective communication and interaction with their peers. Administrators will follow district procedures on bully prevention to ensure a positive school culture and bully free environment.

Goal #1: To increase the percentage of proficiency (3 or above) on the 2014 Reading Spring FCAT 2.0 by 10% or more at each grade level from 41% to 54%.

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Strategy #2:  Teachers will differentiate instruction daily for all students through the implementation of the DCPS Instructional framework, center rotation, and small group/guided reading.

Action Step #1:  Teachers will utilize baseline assessments and analysis of student work to map and align curriculum according to student achievement, along with FCIM Calendars and grade level Curriculum Guides. Teachers will utilize strategies within daily reading lessons to scaffold instruction and display evidence of the Gradual Release Model in the classroom to support implementation.

Facilitator leader
Michelle Quarles, Principal La'Sha Hill, Assistant Principal Shaakera Thomas, Reading Coach District Specialist

Participants
Principal Assistant Principal Classroom Teachers Reading Coach District Specialist V.E. Resource Teachers

Target dates or schedule
Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Teacher Academy (June- August 2013) Coaching Academy (On-going) Early Release(September 11, 25 October 9, 23) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going)

Evidence of Completion and Person Responsible for Monitoring
Common Planning Time Meeting Minutes
PLC Agendas and Sign In
Weekly Lesson Plans
Documentation of Coaches Logs
Reading Lesson Plans and Use of the Curriculum Guides br />Teacher/Student Generated Charts
Interactive Journals and Student Work Assessment Data
Use of Data Notebooks
Reading Portfolios
Small Group Lesson Plans

(Person Responsible: Principal
Assistant Principal
Classroom Teachers
Reading Coach
District Specialist
V.E. Resource Teachers)

Barrier #2:

Action Step #2: Teachers will be provided professional development on the implementation of Success Maker, Destination Success, Insight, and FCAT Explorer. Teachers will provide opportunities to engage students through the use of technology and computer- based programs such as: Destination Success, Success Maker, and FCAT Explorer.

Facilitator leader
Michelle Quarles, Principal La'sha Hill, Assistant Principal Shaakera Thomas, Reading Coach Pearson Representative

Participants
Principal Assistant Principal Reading Coach

Target dates or schedule
Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Pre-Planning (August 12- August 16, 2013) Early Release( September 5) Success Maker Webinar(August 29th) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going)

Evidence of Completion and Person Responsible for Monitoring
Evidence of technology embedded in lesson plans
Documentation of Classroom Observations and Focus Walks
Reading Lesson Plans and Use of the Curriculum Guide Resources
Success Maker Tracking Sheets
Assessment Data
Use of Data Notebooks

(Person Responsible: Principal
Assistant Principal
Reading Coach
)

Goal #2: Decrease the number of students who are absent 20 or more days of instructional time by 10% from16 to 14.

Barrier #1:  Time needed to provide professional development for novice teachers on the use of the OnCourse System

Strategy #1:  The Professional Development Facilitator and Mentor Teachers will provide support and professional development for novice teacher on the use of the OnCourse System.

Action Step #1:   Training and support on how to utilize the OnCourse System

Facilitator leader
Michelle Quarles, Principal LaSha Hill, Assistant Principal Cynthia Diggett, Professional Development Facilitator

Participants
Principal Assistant Principal Professional Development Facilitator District CADRE Mentor Teachers Classroom Teachers

Target dates or schedule
During monthly MINT meetings (First Mondays Monthly)

Evidence of Completion and Person Responsible for Monitoring
MINT Teacher sign in and agenda
Teacher Portfolios
(Person Responsible: Principal
Assistant Principal
Professional Development Facilitator
District CADRE
Mentor Teachers
Classroom Teachers)

Goal #3: To decrease the number of suspensions during the 2013-2014 school year by 10 % from 101 to 92.

Barrier #1:  Ensuring that Foundations and CHAMPS strategies are implemented with equity and fidelity throughout the school.

Strategy #1:  To create an environment that is conducive to learning which limits time for behavior that is inappropriate.

Action Step #1:   Foundation/Discipline Team members will meet to analyze data and provide professional development during early release sessions. The foundations/discipline team members will participate in the implementation cycle to review,prioritize, revise, adopt and implement strategies to improve school-wide rituals and routines. Teachers will receive CHAMPS professional development and implement strategies to assist with classroom management.

Facilitator leader
District Safe and Healthy Schools Staff Leadership Team CHAMPS Facilitator

Participants
Principal Assistant Principal Foundation Team Members

Target dates or schedule
The First Tuesday of every month

Evidence of Completion and Person Responsible for Monitoring
The number of referrals/offenses will be compared with the number from the previous year.
Data from the School Climate and Foundations Surveys and Focus Walks.
Evidence of School-Wide implementation of Foundation/CHAMPS, Common Area rituals, routines and strategies.
(Person Responsible: Principal
Assistant Principal
Foundation Team Members)

Barrier #3:  The need to implement and maintain school-wide rituals and routines to decrease the number of students in need of targeted intervention and remediation.

Strategy #1:  Strategies from CHAMPS and RTI will be utilized school-wide to provide a safe and civil school environment.

Action Step #1:  Teachers will utilize strategies from the professional development sessions on
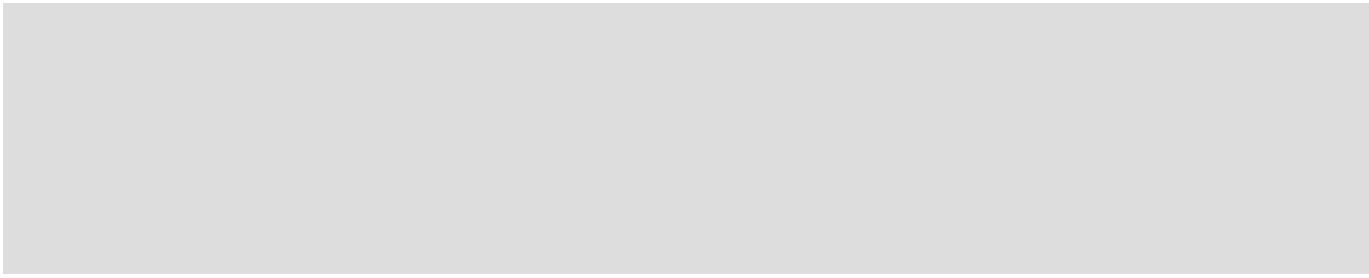
Strategy #2:  Teachers will utilize the District Curriculum Guides to access additional resources to include: FCAT Item Specifications, Blended NGSSS and CCSS, and higher order questioning. These resources will be used to scaffold math instruction and develop lesson plans that incorporate higher level questioning and provides opportunities for students to think critically.

Action Step #1:   Teachers will participate in Professional Development to gain knowledge of how to unpack the Next Generation and Common Core Standards and implementation of the key components of the Math curriculum and the Gradual Release Model. Teachers will utilize strategies within daily math lessons to scaffold instruction and display evidence of the Gradual Release Model in the classroom to support implementation.

Facilitator leader
Teri Washington, Math Coach Michelle Quarles, Principal La'Sha Hill, Assistant Principal

Participants
Classroom Teacher VE Teachers School Based Math Coach District Math Specialist Principal Assistant Principal

Target dates or schedule
Common Planning Time (Weekly) Weekly Professional Learning Community Meetings (Thursdays) Classroom Observations and Focus Walks (On-going) Weekly Lesson Plan Checks Weekly Coaching Logs Early Release Date- September 11, 2013

Evidence of Completion and Person Responsible for Monitoring
Common Planning Time Meeting Minutes
PLC Agenda and Sign In
Weekly Lesson Plans
Student work
Teacher/student generated charts
Common Board Configurations
Classroom Observation and Walk Through logs
Math Portfolios
(Person Responsible: Classroom Teacher
VE Teachers
School Based Math Coach
District Math Specialist
Principal
Assistant Principal)

Barrier #2:  Students performing below grade level in Math.

Strategy #1:  Effectively utilizing time management and data to identify next steps and differentiate instruction to meet the needs of individual students.

Action Step #1:   Teachers will utilize Curriculum Guide Assessments, FCIM, I-Ready, Success Maker and anecdotal notes to differentiate instruction based upon individual student needs. Teachers will be provided professional development in the following areas: Guided Math Small Group Instruction Response to Intervention Math Centers Math Tools

Facilitator leader
Principal Assistant Principal Math Coach Math Interventionist

Participants
Principal Assistant Principal Math Coach District Math Specialist Teachers V.E. Resources Teachers Math Interventionist

Target dates or schedule
Weekly Common Planning Time (Fridays) Weekly Professional Learning Community Meetings (Thursdays) Teacher Academy ( June - August 2013) Pre-planning (August 12 - August 16, 2013) Coaching Academy (On-going) Early Release (September 11,25, October 9, 23) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks Coaching and Math Support (Ongoing)

Evidence of Completion and Person Responsible for Monitoring
Documentation of Coaches Logs
Documentation of Classroom Observations and Focus Walks
Math Lesson Plans and Use of the Curriculum Guides
Teacher/Students Generated Charts
Interactive Journals and Student Work
Assessment Data br />Use of Data Notebooks
Math Intervention Logs

(Person Responsible: Principal
Assistant Principal
Math Coach
District Math Specialist
Teachers
V.E. Resources Teachers
Math Interventionist
)

| Action Step #2: V. E. Resource teachers will work with administrators and classroom teachers develop a daily schedule to provide supplemental support to students based upon their IEP goals. |
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Facilitator leader
Principal Assistant Principal Math Coach

Participants
Principal V. E. Resource Teachers Guidance Counselor General Education Teachers District ESE Support Math Coach

Target dates or schedule
V. E. Resource Schedule Reviews (On-going) MRT Meetings (Bi-weekly Mondays) Weekly PLC Meetings (Thursdays) Weekly Common Planning Meetings (Fridays) Classroom Observations and Focus Walks (On-going) Lesson Plan Checks (Weekly) Data Chats (Quarterly) District Curriculum Guide Assessments (August, October, January, March and May) Coaching Support (On-going)

Evidence of Completion and Person Responsible for Monitoring
Evidence and documentation of support based upon IEP goals and objectives
Evidence of small group lesson plans and support
V. E. Resource Teacher Schedules br />Evidence of MRT Meeting Agenga and IEP updates
Data from the District Curriculum Guide Assessments
Data Notebooks
Interactive Journals and Student Work Samples
PLC Meeting Agendas and Sign In
Common Planning Time Meeting Minutes
Classroom Observation Logs

(Person Responsible: Principal
V. E. Resource Teachers
Guidance Counselor
General Education Teachers
District ESE Support
Math Coach
)

Action Step #3:   Teachers will be provided professional development on the implementation of Success Maker, Destination Success, I-Ready, Gizmo's, FCAT Explore, and Reflex Math. Teachers will provide opportunities to engage students through the use of technology and computer- based programs such as: Destination Success, Success Maker, FCAT Explorer, I-Ready, Gizmo's, and Reflex Math.

Facilitator leader
Principal Assistant Principal Math Coach

Participants
Principal Assistant Principal Math Coach

Target dates or schedule
Weekly Common Planning Time(Fridays) Weekly Professional Learning Community Meetings (Thursdays) Pre-Planning (August 12- August 16, 2013) Early Release( September 5) Success Maker Webinar(August 29th) Classroom Observations and Focus Walks(On-going) Quarterly Data Chats Weekly Lesson Plan Checks Coaching and Reading Support (On-going)

Evidence of Completion and Person Responsible for Monitoring
Evidence of technology embedded in lesson plans
Documentation of Classroom Observations and Focus Walks
Math Lesson Plans and Use of the Curriculum Guide Resources
Success Maker Tracking Sheets
Assessment Data
Use of Data Notebooks

(Person Responsible: Principal
Assistant Principal
Math Coach
)

Goal #5:  Increase the number of students who are proficient in reading by third grade from 45% to 50%.

Barrier #1:  Ensuring the successful administration and use of the IOWA Assessment, FLKRS, Curriculum Guide Assessments, FCIM and DAR to drive instruction.

Strategy #1:  Teachers will participate in weekly PLC meetings to receive support on analyzing assessment data and identifying next steps for instruction.

Action Step #1:  Teachers will participate in professional development on the implementation and use of the Curriculum Guide Assessments, DAR, FLKRS, FCIM, and IOWA Assessments.

Facilitator leader
Shaakera Thomas, Reading Coach LaSha Hill, Assistant Principal Michelle Quarles, Principal Cynthia Wright, Reading Interventionist

Participants
Principal Assistant Principal Reading Coach Leadership Team Members District ELA Specialist

Target dates or schedule
Teacher Academy (July-August) Pre-planning (August 12-16) Weekly PLC Meetings (Thursdays) Early Release Day Trainings (B-weekly)

Evidence of Completion and Person Responsible for Monitoring
Attendance and Professional Development Points from the Teacher Academy
Pre-planning Agenda and Sign In
Weekly PLC Meeting Agenda and Sign In
Early Release Day Meeting Agenda and Sign In
Data Notebooks
Reports from Limelight
Data from the PMRN
FCIM Data
(Person Responsible: Principal
Assistant Principal
Reading Coach
Leadership Team Members br />District ELA Specialist)

Barrier #3:  Balancing the amount of time spent with students who are proficient compared to the amount of time spent with students who are not proficient.

Strategy #3:  Students not responding adequately to reading instruction will receive a Progress Monitoring Plan (PMP) and will be provided an additional 30 minutes of daily supplemental instruction utilizing the RTI process and small group reading instruction.

Action Step #2:   New and Novice teachers will receive support and professional development on the implementation of RTI strategies and Progress Monitoring Plans

Facilitator leader
Shaakera Thomas, Reading Coach Shakesha Swift, Guidance Counselor Cynthia Diggett, PDFrecie

Participants
Principal Assistant Principal Reading Coach Guidance Counselor Professional Development Facilitator (PDF)

Target dates or schedule
Weekly PLC Meetings Early Release Days Monthly MINT Meetings On-going Collaboration with Mentor Teachers

Evidence of Completion and Person Responsible for Monitoring
Individual Professional Development Plans (IPDP;S)
Evidence of Progress Monitoring Plans
PLC Meeting Agendas br />MINT Meeting Agendas
MINT Portfolios
(Person Responsible: Principal
Assistant Principal
Reading Coach
Guidance Counselor
Professional Development Facilitator (PDF))

Goal #6: Implement STEM and enrichment programs in order to increase the percentage of students who score at level 4 or above in the areas of science (19% - 25%) and math (11% to 15%).

Barrier #4: Consistently addressing the core science benchmarks across all grade levels.

Strategy #4: Teachers will participate in professional development on implementing STEAM activities within the classroom with fidelity across all grade levels.

Action Step #1: Teachers will participate in professional development on how to create and incorporate STEAM activities into daily instruction across all content areas.

Facilitator leader
District Science Specialist Science Lead Teacher

Participants
Principal Assistant Principal Classroom Teachers Lead Science Teacher District Science Specialist Art Teacher Math Coach Reading Coach

Target dates or schedule
Early Release Day Professional Development (11/6/13) Weekly PLC Meetings (Thursdays) Weekly Science Labs (On-going)

Evidence of Completion and Person Responsible for Monitoring
Early Release Day Sing In, Agendas and Calendar
PLC Meeting Sign In and Agendas
Classroom Observations and Focus Walk Logs
District Science Specialist, Math and Reading Coach Logs and Evidence of Support
Teacher/Student Generated Charts
Interactive Journals
Student Work Samples
(Person Responsible: Principal
Assistant Principal
Classroom Teachers
Lead Science Teacher

Goal #7: Increase the percentage of proficiency (3 or above) on the 2014 Science Spring FCAT 2.0 by 10% from 50% to 55%.

Barrier #2: Students reading below grade level

Strategy #3: Utilize the approved science curriculum and non-fiction science text to develop a school-wide implementation of the Next Generation Standards and integration of the Common Core Standards to integrate reading and writing in science.

Action Step #2: Teachers will receive professional development on unpacking the Common Core Standards, and implementation along with strategies to integrate reading and writing into science.

Facilitator leader
Michelle Quarles, Principal LaSha Hill, Assistant Principal Shaakera Thomas, Reading Coach Rebecca Cook, Lead Science Teacher District Science Specialist

Participants
Principal District Coach Leadership Team Teachers

Target dates or schedule
Early Release Day Professional Development (9/11/13, 10/23/13, 11/6/13) Individual Professional Development Plan Reviews (Quarterly) Weekly PLC Meetings (On-going) Classroom Observations and Focus Walks (On-going) Coaching Support (On-going)

Evidence of Completion and Person Responsible for Monitoring
Classroom Observations and Focus Walks
Weekly lesson plans to include the use of non-fiction text along with the NGSSS and CCSS.
Documentation of Coaches Logs and Support
PLC Meeting Agendas and Sign In
ERD Professional Development Agendas and Sign In
Student Work Samples and Interactive Journals
Teacher/Student Generated Charts
Evidence of Individual Professional Development Plan Strategies.
(Person Responsible: Principal
District Coach
Leadership Team
Teachers)

Barrier #6:  Ensuring that District Curriculum Guides and Instructional Framework are implemented with fidelity across all grade levels in science.

Strategy #1:  Teachers will utilize the District Curriculum Guides to incorporate higher level questioning, hands-on activities and the key components of the District Instructional Framework (Gradual Release Model) in science.

Action Step #2:   Teachers will participate in professional development on implementation of the Gradual Release Model, higher level questioning and the use of hands-on activities in science. Evidence of instructional strategies will be exhibited through the use of teacher/student generated charts, Interactive Journals, Science Portfolios and hands-on science activities and labs.

Facilitator leader
Principal Leadership Team District Science Specialist Science Lead Teacher PDF

Participants
Principal Assistant Principal District Specialist School Coaches K-5 Science Teachers

Target dates or schedule
Weekly Common Planning Time Weekly PLC Meetings (Thursdays) Teacher Academy (July - August) Pre-planning (August 12-16, 2013) Coaching Academy (On-going) Early Release Day Professional Development (September 11, 2013 and October 6, 2013) Classroom Observations and Focus Walks (On-going) Data Chats (Quarterly) Weekly Lesson Plan Checks District Science Specialist Feedback and Support (On-going) Individual Professional Development Plans (Quarterly Review)

Evidence of Completion and Person Responsible for Monitoring
Weekly Common Planning Meeting Minutes
Weekly PLC Meeting Agendas and Minutes
Daily Science Lesson plans and Use of the Curriculum Guides
Interactive Journals and Student work
Science Portfolios
CGA Data
FCIM Data
Teacher/Student Generated Charts
Early Release Day Agendas and Sign In
Classroom Observation Logs
Coaching Logs and Documentation of Support
Individual Professional Development Plans (Quarterly Review)
Evidence of the scientific process and hands on activities
(Person Responsible: Principal
Assistant Principal
District Specialist
School Coaches
K-5 Science Teachers)

Goal #8:  Increase the percent of students scoring at level 4 and above from 19% to 25% on the 2014 Science Spring FCAT 2.0

Barrier #7:  Balancing the amount of time spent with students who are proficient compared to the amount of time spent with students who are not proficient.

Strategy #1:  Teachers will incorporate critical thinking activities, higher level questioning and enrichment for students scoring above proficiency in science by utilizing technology along with question stems from the FCAT Item Specifications.

Action Step #2:   Teachers will use question stems from the FCAT Item Specifications and Curriculum Learning Guide to expose students to critical thinking activities and higher level questioning.

Facilitator leader
Michelle Quarles, Principal LaSha Hill, Assistant Principal District Science Specialist

Participants
Principal Assistant Principal Teachers Lead Science Teacher District Science Specialist

Target dates or schedule
Classroom Observations (On-going) Weekly PLC Meetings (Thursdays) Common Planning Time (Fridays) Coaching and Support (On-going) Early Release Day (9/11/13 and 10/6/13)

Evidence of Completion and Person Responsible for Monitoring
Evidence of the use of Item Specifications, Curriculum Guides and Higher Level Questioning in science lesson plans
Evidence of Classroom Observations and Focus Walks
Evidence of Coaching and support
Student Work Samples
Assessments and Data
Use of the Data Notebook
(Person Responsible: Principal
Assistant Principal
Teachers
Lead Science Teacher
District Science Specialist)

Goal #9: Increase the percentage of students who are proficient (3.5 or above) on the 2014 Spring FCAT Writing Assessment from 17% to 50%.

Barrier #1: Ensuring the that the Common Core Standards, District Instructional Framework and elements of writer s craft are implemented with fidelity across all grade levels.

Strategy #1: Time during Early Release Days and Weekly PLC meetings will be utilized to provide teachers with professional development on how to implement the District Instructional Framework, unpack the Common Core Standards, utilize mentor text, anchor papers, and exemplars to increase the level of rigor and instructional support across all grade levels and content areas.

Action Step #1: Professional Development for writing instruction to include: Gradual Release Model Unpacking the Common Core Standards Composing Opinions and Informational Text Writing Across all Content Areas Use of Rubrics, Anchor Papers and Exemplars Writing Conferencing Small Group Instruction

Facilitator leader
Michelle Quarles LaSha Hill Shaakera Thomas

Participants
Principal Assistant Principal Reading Coach District Reading Specialist Classroom Teachers

Target dates or schedule
Early Release Days (September 25, 2013, October 9, 2013, December 11, 2013, January 8, 2014, and January 22, 14) Weekly PLC Meetings (Thursdays)

Evidence of Completion and Person Responsible for Monitoring
Student Portfolio Crates that include completed writing pieces from each genre
Data Notebooks
Conferencing Logs
Teacher/student generated charts
Lesson Plans
Interactive Journals
(Person Responsible: Principal
Assistant Principal
Reading Coach
District Reading Specialist
Classroom Teachers)

Action Step #2:   Provide opportunities for novice teachers to participate in collegial observations, modeled lessons and time to collaborate with Mentor Teachers during MINT Meetings

Facilitator leader
Michelle Quarles Cynthia Diggett

Participants
Principal Assistant Principal Classroom Teachers District CADRE Professional Development Facilitator (PDF) Substitute Teacher

Target dates or schedule
Monthly MINT Meetings (First Friday Monthly) Collegial observations/Modeling (Scheduled as needed)

Evidence of Completion and Person Responsible for Monitoring
MINT Portfolios
Individual Professional Development Plans (IPDP)
Calendar with scheduled observations
Evidence of Mentor Observations and Debriefs
(Person Responsible: Principal
Assistant Principal
Classroom Teachers
District CADRE br />Professional Development Facilitator (PDF)
Substitute Teacher)

Action Step #3:   Coaching Learning Cycles (CLC'S)

Facilitator leader
Michelle Quarles Shaakera Thomas LaSha Hill

Participants
Principal Assistant Principal Reading Coach District Reading Specialist Classroom Teachers Substitute Teacher

Target dates or schedule
Weekly Common Planning (Mondays) Use of substitute as needed

Evidence of Completion and Person Responsible for Monitoring
Evidence of Lesson Plans
CLC Agenda and Sign In
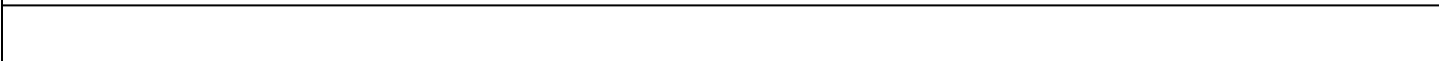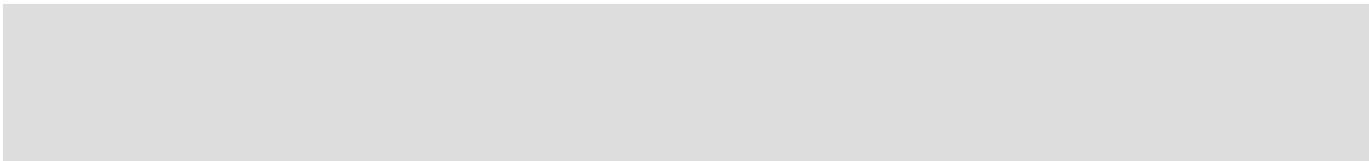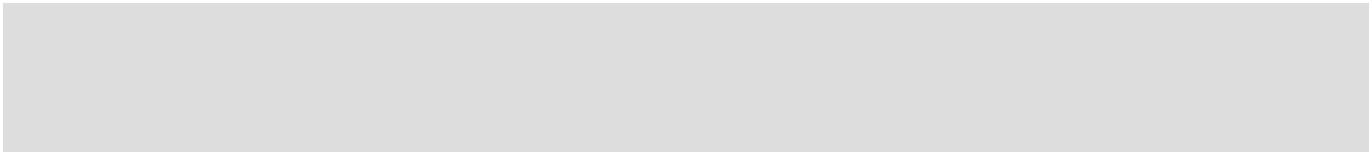Evidence of Instructional Practices within Classrooms
(Person Responsible: Principal br />Assistant Principal
Reading Coach
District Reading Specialist
Classroom Teachers
Substitute Teacher)

Budget Detail

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