

North Shore Elementary School



2014-15 School Improvement Plan

North Shore Elementary School

200 35TH AVE NE, St Petersburg, FL 33704

<http://www.northshore-es.pinellas.k12.fl.us>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
45%

Alternative/ESE Center
No

Charter School
No

Minority
39%

School Grades History

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

School Board Approval

This plan was approved by the Pinellas County School Board on 9/23/2014.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of North Shore Elementary is to help students in all subgroups attain their highest achievement in a safe learning environment staffed by highly qualified teachers who will use district expectations and resources to accomplish this mission.

Provide the school's vision statement

100% Student Success

School Environment

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

Family and community involvement are highly valued at North Shore Elementary. Through family involvement in SAC and PTA, the school is aware of the student make up and culture. We host a Meet & Greet annually where students and families get to meet the teachers and staff.. This meeting is also used to communicate goals and solicit support for school initiatives. Our goal is to reinforce confidence in parents that together we can meet the needs of our students.

It is an expectation that staff will:

- know school guidelines
- be fair, positive and consistent
- keep classrooms orderly
- build positive relationships and get to know their needs and motivators
- treat students with the same respect that is expected from them.

Our staff understands that one out of every 4 children attending school has been exposed to a traumatic event that can affect learning and/or behavior. Trauma can impact school performance. (Lower GPA, higher absence rate, decreased reading ability, increased behavior problems). Trauma can impair learning. (Chronic exposure can adversely affect attention, memory, and cognition; interfere with problem solving attention, memory, and cognition, result in overwhelming feelings of frustration and anxiety). Traumatized children may experience physical and emotional distress.

Teachers are expected to:

- Connect with students and build relationships with the student and their family.
- Establish a safe environment to decrease the opportunity for the student to be traumatized further.
- Implement an effective Classroom Management Plan.
- Implement Stress Management and Relaxation techniques.
- Connect with Social Services Support (Guidance, Social Worker, etc.) in the event of concerns
- Exercise Patience with students who show signs of stress.
- Manage Personal and Professional Stress so that individual don't take students' misbehavior personally.

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

Our students participate in a variety of before and after school programs that help to keep students safe, extend learning opportunities and support the feeling of respect for students. Our students participate in the YMCA, which partners with the school to offer PROMISE Time. PROMISE Time is an extended learning opportunity which offers tutoring for academic support.

Our school also offers a Chess Club. According to research, test scores improved by 17.3% for students regularly engaged in chess classes, compared with only 4.6% for children participating in other forms of enrichment activities. When students play chess they must call upon higher-order thinking skills, analyze actions and consequences, and visualize future possibilities. In addition to our Chess Club, we are adding the STEM Academy. The goal of the STEM Academy is to increase Science Technology Engineering and Mathematics opportunities for students. The STEM Academy will offer student's opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve teambuilding and leadership skills, learn about business planning, and interact with community partners.

Our school offers a Bully Prevention initiative where we strive to establish and maintain a school culture of acceptance, tolerance and respect. We use staff meetings, assemblies, class and parent meetings, newsletters to families, the school website, and the student handbook to establish a positive climate at school. We reinforce positive social interactions and inclusiveness.

KNIGHTS:

- Keep Trying
- Nurture our environment
- Inspire Cooperation
- Give our best effort
- Have Respect
- Take Responsibility
- Support fellow Knights

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

Our school utilizes a Positive Behavior System (PBS) where teachers develop their own classroom management plans consistent with our core values, guiding principles and CHAMPs. These individual management plans make optimum use of expected behaviors, consequences and positive reinforcements for use in the classroom. We use proactive intervention strategies to deescalate behaviors before they get out of hand. Every effort is made to allow students to correct their own behavior. Students should have 15 minutes, for example, to correct their behavior on their own before the staff determines that an annoying behavior has gone from a level 1 to a level 3.

The classroom plan must be posted and include the reward system and consequences so that students are fully aware of the expectations. It also serves as a reminder to follow the system with fidelity. Plans are submitted for review to the Administrator/Behavior Specialist for accountability/monitoring. STOIC walkthroughs are conducted to ensure fidelity of implementation.

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

North Shore Elementary maintains a school based leadership team (SBLT) that monitors and problem solves around data related to the academic and behavioral needs of students. A early warning system is used to monitor referrals, attendance, tardies, substantially deficient achievement, mobility and retentions).

Referrals to social service staff are made as data indicates.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The SBLT convenes on Wednesdays weekly to discuss student achievement, particularly tiered progress in all subject areas. Each week focuses on a different subject and the team discusses the data and determines the next steps.

Indicators include but are not limited to:

- Academic Performance: Level 1 FCAT scores
- Grade Retention
- Classroom performance
- Educational Engagement: Gifted or Talented indicators
- Behavior Data including suspensions, referrals.
- Number of school/community supports
- Performance in ELP and other programs (chess club, STEM, Good News Club, Mad Science, etc.)

The Child Study Team convenes weekly to discuss student attendance. Each week focuses on determining student indicators and how to support families and improve attendance and tardies.

Indicators include but are not limited to:

- Absenteeism or tardies below 90%
- Parental involvement
- mobility

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

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	9	7	3	8	9	36
One or more suspensions	3	1	4	2	2	12
Course failure in ELA or Math	0	0	1	9	9	19
Level 1 on statewide assessment	0	0	1	5	9	15

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	3	1	3	2	1	10

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

The guidance counselor coordinates a Check and Connect program linking families with mentors to support student success and family involvement.

Students are encouraged to participate in after school activities which include clubs and extended learning opportunities that support student learning.

Family engagement opportunities are provided to support family members to be an active participant in their child's learning.

Differentiated instruction is used by the classroom teacher to meet the child's specific needs in order to motivate the student and adapt curriculum to their specific learning style.

The guidance counselor and social worker work with the students to enhance social attitudes and interpersonal skills that may influence learning and/or behaviors.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Increase the number of parents participating in Parent Workshops related to Common Core implementation and other school initiatives.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We found that regular and on-going communication was effective in garnering the support of our families and the community. Participation in the St. Petersburg Women's Club, North Shore Community Association, fostering the partnerships with University of South Florida and St. Petersburg College were important to this endeavor.

We will continue to build and foster business relationships, inviting the business partners to events such as student performances, academic achievement night, science fair, etc. We will communicate events and positive news in our newsletters and other media.

We are enlisting the support of the community to participate in our Check and Connect Mentoring program to both support our struggling learners and encourage our gifted students to engage their full potential.

Effective Leadership

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Dawson, Cooper	Principal
Dixon, Nikishia	Assistant Principal

Duties

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

Casey Maker - Facilitator - generates agenda and leads team discussions

Cooper Dawson, Principal- co-facilitator – generates agenda and leads team discussions

Shannon Myron - Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data

Deb Knapp -Technology Specialist – brokers technology necessary to manage and display data

Deb McAfee -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access

Amy Kohnle -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

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

The school-based MTSS leadership team will focus meetings on the development and maintenance of a problem-solving system to bring out the best in our teachers, our students and our school community.

The MTSS leadership team meets once a week to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills, based on current school data and observations. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

A member of the staff from primary and intermediate grade levels are members of the MTSS leadership team to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills, based on current school data and observations.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jeannie Hunt	Parent
Cooper Dawson	Principal

Duties

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

Evaluation of last year's school improvement plan

Development of this school improvement plan

Progress toward school goals were shared at the end of the school term. Input was gathered regarding the need for continued goals. SAC and PTA members were convened during preschool to discuss the current school status, grades and goals. Parents shared that they would like information this year related to Common Core standards and PARCC. Parents gave input on the school goals and will monitor progress throughout the school year.

Preparation of the school's annual budget and plan

SAC assists the principal in the school's annual budget . SAC also assists in the preparation and evaluation of the School Improvement Plan. (SIP). The plan is designed to achieve the state education goals and student performance standards. The plan also address issues relative to budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation as determined by school board policy.

SAC approves of the expenditure of school improvement funds. SAC approves the final draft of the school improvement plan and conducts a public meeting for community suggestions for modifications and serves as an advocate in the community and the school for implementation and assists in public

relations efforts related to the plan. They also support school improvement implementation. They collect and analyze information about the community and the school and receives public input regarding needs (Needs Assessment) of the school.

SAC provides ongoing review of the progress being made toward implementation of the school improvement plan. They evaluate success by monitoring short-term and long-term outcomes.

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

\$ 1500 spent on Teacher professional development to support SI initiatives.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Dawson, Cooper	Principal

Duties

Describe how the LLT promotes literacy within the school

Support for text complexity

- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and

Support for instructional skills focused on how to improve reading comprehension by utilizing close reading strategies and finding text evidence.

Support for the new reading modules in K-5.

Developing and asking text dependent questions from a range of question types.

Emphasizing students supporting their answers based upon evidence from text.

Develop strategies gained from the Leading the Learning Cadre in order to work with high achieving students, and differentiated instruction through conferring.

Major initiatives:

Fidelity of guided reading in grades K-5

Formative assessments and data analysis

Public and Collaborative Teaching

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

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

North Shore Elementary has a master schedule that allows for 50 minutes of planning for all grade levels. Teacher are encouraged during this time to work together collaboratively when unpacking the standards and planning out lessons that align with the Florida State Standards and the Common Core State Standards.

Professional Learning Communities have been established so that teachers meet for approximately 60 weekly.

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

North Shore Elementary enjoys a very stable staff. We foster a healthy culture by promoting a Wellness Committee. This team of teachers are responsible for providing activities that encourage staff engage in healthy living activities such as exercise and healthy eating practices. Our Hospitality Committee works to support the social emotional aspects of a healthy employee.

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

Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons. Teachers are paired based on grade level placement.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

With leading-edge digital tools and results-driven instruction, Journeys Common Core is a K–5 reading program with rigorous Common Core instructional design. The remarkable vocabulary instruction builds better readers and writers while also providing intervention for struggling students. Easy organization, proven instruction and exceptional differentiation set Journeys Common Core apart as the Common Core reading curriculum of choice for educators across the nation. Common Core-based instruction is integrated into every unit and lesson. Digital learning tools, including mobile apps and interactive whiteboard lessons are provided.

Scaffolding and differentiation in every lesson.

GO Math! K–8 offers an engaging and interactive approach to covering the Common Core State Standards. Its seamless digital path and Write-in Student Edition ensure that students can access content at appropriate levels of depth and rigor. GO Math! Instructional support provides teachers with the opportunity to focus on depth of learning in the classroom.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers in grades K-5 are using FCAT data, ELA Module, and Common Assessment data to begin differentiating their instruction and lesson planning. Jan Richardson's Guided Reading lesson plans are used in all grade levels to meet the needs of the individual learner. If students are having difficulty attaining the proficient level on state assessments, the MTSS problem solving model is used to determine possible interventions to be provided by the classroom teacher.

The 4-step problem-solving model involves:

Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students/educators/systems to know and be able to do).

Step 2: Identify possible reasons why the desired goal(s) is not being attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

All students who are Tier 2 or 3 as identified in the MTSS problem solving model, receive interventions and are Ongoing Progress Monitored.

Extended Learning Program is offered to students who have been identified as having a deficiency in the area of Mathematics according to district and statewide assessments. Small group intervention using Scholastic Math Reads is utilized..

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

Strategy: Extended School Day

Minutes added to school year: 4,140

Through our community partnerships and use of extended learning funds we will extend the school day to instruct and enrich in the core academics of math and science (\$26,693 for personnel and materials for "Do the Math", "Math Reads"). We also plan to use extended funds to support our gifted and talented program. Additionally, we will provide opportunities for activities that foster character development which will impact school behavior.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

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

FCAT data was used to determine need for science and mathematics intervention. Students in the program will be progress monitored to determine if the interventions are effective. Cumulative task data collected at the end of each lesson.

Data is shared with teachers and reviewed with leadership team. Behavior data are collected monthly. We will monitor the behavior of students attending the after school club.

Student Transition and Readiness

PreK-12 Transition

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

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

Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase Reading scores to 70% students of each student subgroup achieving at proficiency levels;
- G2.** Increase the number of student proficient in mathematics and science through the implementation of standards based instruction and facilitate common planning.
- G3.** Close the achievement gap between Black and non-black students to our AMO 2015 targets;

Strategic Goals Detail

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

G1. Increase Reading scores to 70% students of each student subgroup achieving at proficiency levels;

1a

G058417

Targets Supported 1b

Indicator	Annual Target
	70.0

Resources Available to Support the Goal 2

- PMRN, EDS, OPM and Running Record Data and Lexia

Targeted Barriers to Achieving the Goal 3

- Continue to increase the fidelity of implementation of guided reading strategies and running record assessments.

Plan to Monitor Progress Toward G1. 8

running record, FAIR and progress monitoring data

Person Responsible

Nikishia Dixon

Schedule

Evidence of Completion

increase in Running Records scores; increase fidelity of implementation;

G2. Increase the number of student proficient in mathematics and science through the implementation of standards based instruction and facilitate common planning. 1a

G058418

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Florida Math Standards, Guide to Mathematical Practices, Effective Unit Planning

Targeted Barriers to Achieving the Goal 3

- Teachers need support with Effective Planning and Implementation on Math Strategies

Plan to Monitor Progress Toward G2. 8

Implementation tools;

Person Responsible

Nikishia Dixon

Schedule

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

Evidence of Completion

increased student scores

G3. Close the achievement gap between Black and non-black students to our AMO 2015 targets; 1a

G058419

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- MTSS Coach, SBLT, Professional Library

Targeted Barriers to Achieving the Goal 3

- Teacher proficiency in providing interventions at Tier 2

Plan to Monitor Progress Toward G3. 8

Common assessment data, formative assessments and OPM data

Person Responsible

Nikishia Dixon

Schedule

Every 2 Months, from 8/18/2014 to 5/29/2015

Evidence of Completion

80% of students achieving proficiency of standards taught

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase Reading scores to 70% students of each student subgroup achieving at proficiency levels; **1**

 G058417

G1.B1 Continue to increase the fidelity of implementation of guided reading strategies and running record assessments. **2**

 B148712

G1.B1.S1 The Literacy coach will continue to providesupport in the areas of Jan Richardson Guided reading routines and running records. **4**

 S160506

Strategy Rationale

Action Step 1 **5**

Job Embedded Professional Development

Person Responsible

Schedule

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

Evidence of Completion

Sign in sheets; MoodleLMS summaries

Action Step 2 5

Plan and Model lessons for intermediate classroom teachers

Person Responsible

Schedule

On 5/29/2015

Evidence of Completion

coaching logs and walkthrough documentation

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

Implementing Walkthroughs during Reading Block using Literacy Implementation Guide

Person Responsible

Cooper Dawson

Schedule

On 5/29/2015

Evidence of Completion

Walkthrough data using iObservation

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

Teacher implementation of guided reading routines daily with fidelity and monthly running record assessments.

Person Responsible

Nikishia Dixon

Schedule

On 5/29/2015

Evidence of Completion

Implementation tools

G1.B1.S2 Teachers will unwrap and fully implement the ELA common core state standards with guidance and planning with literacy coach. 4

S160507

Strategy Rationale

Action Step 1 5

common core standards

Person Responsible

Schedule

Evidence of Completion

Teacher proficiency

Action Step 2 5

Facilitated Common planning

Person Responsible

Schedule

Evidence of Completion

Uploaded lesson plans and walkthrough data

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

common core standards

Person Responsible

Schedule

Evidence of Completion

teacher proficiency

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

OPM

Person Responsible

Schedule

Evidence of Completion

increase student achievement

G2. Increase the number of student proficient in mathematics and science through the implementation of standards based instruction and facilitate common planning. 1

 G058418

G2.B1 Teachers need support with Effective Planning and Implementation on Math Strategies 2

 B148713

G2.B1.S1 District Math coach will provide embedded professional development and teachers will attend district supported professional development on Math 4

 S160508

Strategy Rationale

Action Step 1 5

Math professional development

Person Responsible

Nikishia Dixon

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

teacher proficiency; student achievement

Action Step 2 5

Monitoring student progress toward achieving the math and science goals

Person Responsible

Nikishia Dixon

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

student work reflecting the use of rubrics; walkthrough data

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

walkthrough observation, OPM and monitoring of lesson plans

Person Responsible

Cooper Dawson

Schedule

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

Evidence of Completion

increase student achievement

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

Proficient student math achievement

Person Responsible

Nikishia Dixon

Schedule

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

Evidence of Completion

Common assessment data

G3. Close the achievement gap between Black and non-black students to our AMO 2015 targets; 1

 G058419

G3.B1 Teacher proficiency in providing interventions at Tier 2 2

 B148714

G3.B1.S1 Teachers will attend professional development and implement standards based instruction in core and interventions 4

 S160509

Strategy Rationale

Action Step 1 5

Provide and advertise staff development opportunities

Person Responsible

Cooper Dawson

Schedule

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

Evidence of Completion

Professional Development Assessment; MoodleLMS summaries

Action Step 2 5

Collaborative planning, unpacking of standards and implementation of standard based lessons.

Person Responsible

Nikishia Dixon

Schedule

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

Evidence of Completion

walkthrough data and lesson plan feedback sheets

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

Implementation Tool Form

Person Responsible

Cooper Dawson

Schedule

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

Evidence of Completion

Walkthrough Data results shared in curriculum meetings and PLCs

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

Teachers implementing standards based instruction

Person Responsible

Nikishia Dixon

Schedule

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

Evidence of Completion

Walkthrough Data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Job Embedded Professional Development		8/18/2014	Sign in sheets; MoodleLMS summaries	5/29/2015 monthly
G1.B1.S2.A1	common core standards		Teacher proficiency	once	
G2.B1.S1.A1	Math professional development	Dixon, Nikishia	9/2/2014	teacher proficiency; student achievement	5/29/2015 biweekly
G3.B1.S1.A1	Provide and advertise staff development opportunities	Dawson, Cooper	8/18/2014	Professional Development Assessment; MoodleLMS summaries	5/29/2015 annually
G1.B1.S1.A2	Plan and Model lessons for intermediate classroom teachers		8/18/2014	coaching logs and walkthrough documentation	5/29/2015 one-time
G1.B1.S2.A2	Facilitated Common planning		Uploaded lesson plans and walkthrough data	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2	Monitoring student progress toward achieving the math and science goals	Dixon, Nikishia	9/2/2014	student work reflecting the use of rubrics; walkthrough data	5/29/2015 monthly
G3.B1.S1.A2	Collaborative planning, unpacking of standards and implementation of standard based lessons.	Dixon, Nikishia	8/18/2014	walkthrough data and lesson plan feedback sheets	5/29/2015 monthly
G1.MA1	running record, FAIR and progress monitoring data	Dixon, Nikishia	increase in Running Records scores; increase fidelity of implementation;	one-time	
G1.B1.S1.MA1	Teacher implementation of guided reading routines daily with fidelity and monthly running record assessments.	Dixon, Nikishia	9/2/2014	Implementation tools	5/29/2015 one-time
G1.B1.S1.MA1	Implementing Walkthroughs during Reading Block using Literacy Implementation Guide	Dawson, Cooper	9/2/2014	Walkthrough data using iObservation	5/29/2015 one-time
G1.B1.S2.MA1	OPM		increase student achievement	once	
G1.B1.S2.MA1	common core standards		teacher proficiency	once	
G2.MA1	Implementation tools;	Dixon, Nikishia	8/18/2014	increased student scores	5/29/2015 monthly
G2.B1.S1.MA1	Proficient student math achievement	Dixon, Nikishia	8/18/2014	Common assessment data	5/29/2015 monthly
G2.B1.S1.MA1	walkthrough observation, OPM and monitoring of lesson plans	Dawson, Cooper	8/18/2014	increase student achievement	5/29/2015 weekly
G3.MA1	Common assessment data, formative assessments and OPM data	Dixon, Nikishia	8/18/2014	80% of students achieving proficiency of standards taught	5/29/2015 every-2-months
G3.B1.S1.MA1	Teachers implementing standards based instruction	Dixon, Nikishia	8/18/2014	Walkthrough Data	5/29/2015 monthly
G3.B1.S1.MA1	Implementation Tool Form	Dawson, Cooper	8/18/2014	Walkthrough Data results shared in curriculum meetings and PLCs	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase Reading scores to 70% students of each student subgroup achieving at proficiency levels;

G1.B1 Continue to increase the fidelity of implementation of guided reading strategies and running record assessments.

G1.B1.S1 The Literacy coach will continue to provide support in the areas of Jan Richardson Guided reading routines and running records.

PD Opportunity 1

Job Embedded Professional Development

Facilitator

Donna Hall

Participants

classroom teachers

Schedule

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

G1.B1.S2 Teachers will unwrap and fully implement the ELA common core state standards with guidance and planning with literacy coach.

PD Opportunity 1

common core standards

Facilitator

Donna Hall

Participants

Classroom teachers

Schedule

G2. Increase the number of student proficient in mathematics and science through the implementation of standards based instruction and facilitate common planning.

G2.B1 Teachers need support with Effective Planning and Implementation on Math Strategies

G2.B1.S1 District Math coach will provide embedded professional development and teachers will attend district supported professional development on Math

PD Opportunity 1

Math professional development

Facilitator

Gina Owens

Participants

Math coach and classroom teachers

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

G3. Close the achievement gap between Black and non-black students to our AMO 2015 targets;

G3.B1 Teacher proficiency in providing interventions at Tier 2

G3.B1.S1 Teachers will attend professional development and implement standards based instruction in core and interventions

PD Opportunity 1

Provide and advertise staff development opportunities

Facilitator

District; Lead to Learn Cadre

Participants

Classroom teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0