New Heights Elementary School

2015-16 School Improvement Plan

New Heights Elementary School

3901 37TH ST N, St Petersburg, FL 33714

http://www.tyrone-es.pinellas.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	57%

Alternative/ESE Center	Charter School	Minority
No	No	59%

School Grades History

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

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	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

To develop high achieving and responsible citizens by building positive relationships and providing relevant and rigorous learning experiences.

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

Teacher meet & greet, class meetings, Positive Behavior Support committee and quarterly data sharing. Staff participation in professional development on Culturally Responsive teaching methods. Truecolors professional development for staff.Teacher use of daily greeting when students enter classroom. Use of daily planner/agenda book for communication between school and home.Principal's Multicultural Advisory Council (PMAC) monthly meetings and sharing of cultural projects (Multicultural Family event(s))

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

Use of Positive Behavior Systems - school-wide behavioral expectations (Have Respect, Act Responsibly, Work Cooperatively, Keep Trying, & Stay Safe = HAWKS). Teaching of school-wide expectations throughout the day and on the daily news show. Booster assemblies to re-teach school-wide expectations after breaks of 1 week or longer. Use of monthly celebrations to reward safe and acceptable behaviors. HAWK pride awards to celebrate students engaging in safe and respectful behaviors. Use of an anonymous reporting system for bullying and harassment. Provision of daily character education and social skills lessons through the morning news show. Schoolwide character book sharing (Salt in his Shoes)

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

Each K-5 classroom maintains a behavior point system whereby each student may earn up to four points per day for meeting behavioral expectations. Minor infractions are managed using a school wide process that includes not earning the point for the specified time block when a negative consequence such as in-class or out-of-class time-out is issued (see behavior flow chart). Teachers maintain records of points earned for school wide positive rewards and recognition. In this way positive and negative consequences for behavior are more consistently earned across campus.
I. Visual reminder of behavior management process
II. Sample classroom behavior chart
III. Instruction when a student in not compliant with the process
Behavior flow presented to staff and students and reviewed regularly for Tier 1 and Tier 2 behaviors. Behavior definitions and a consequence menu provided to students and staff at the beginning of the

school year and utilized school-wide.
Behavior data patterns reported quarterly to staff.
Implementing the 6 M's (Meaning, Models, Monitoring, Mouth, Movement, Music) with alignment to Marzano

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

Utilization of student services connector to specified staff members to provide support to teachers and students regarding social-emotional needs. Whole group instruction in SkillStreaming and character education provided school-wide on the daily news show as well as within the classroom by the school counselor. Small group and individual counseling services provided on an as needed basis by school counselor, social worker, and school psychologist. Behavioral supports and school-wide expectations reviewed and supported with students by student services team including: school counselor, social worker, school psychologist, behavioral specialist, behavioral coach. Student needs reviewed monthly by the School-Based Leadership Team and weekly by the Response to Intervention - Behavior team. Students identified for check-in check out system with identified staff members.

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

Students receive an additional thirty minutes of reading instruction daily and/or math instruction Students are assessed utilizing running records to obtain guided reading levels every three weeks. Interventions are modified based on assessment results. Additional intervention is provided via hourly teachers. The child study team meets bi-weekly to monitor attendance. Data chats are held often.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	30	15	16	14	12	8	95
One or more suspensions	1	1	1	2	3	6	14
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	8	33	34	75

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

- Reading: One hour Reading intervention block (outside of core instruction) using Jan Richardson Guided, LLI,
District-provided repeated reading routines, Nemours, SRA-EIR, Elements of Reading (comprehension &

vocabulary), Words Our Way, Start-Up, Lawyers for Literacy, Build-Up, Spiral-Up, iStation, iReady, FCRR
- Math: ST Math, CPALMS, Touch Math, iReady, Soar to Success
- Writing: small group instruction
- Science: Science lab, District-provided science modules, BrainPop
- Behavior: Positive Behavior Supports, Check-In/Check-Out, motivational celebrations, small groups using
SkillStreaming and Strong Kids curricula, Tier 2 & 3 behavior plans, daily point system with review of expectations, Commitment to Character (character education), morning news show - presentation of expectations and celebrating student success, HAWK pride weekly award, teacher incentives, Star Student
award at grading assemblies
- Student Engagement: Instructional Practices Inventory
- Attendance: parent conferences, notice to parents, conference with student

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Please see attached Parent Involvement Plan

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

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:

Name	Title
Austin, Lisa	Principal
Boyd, Delonda	Assistant Principal
Austin, Erica	Instructional Coach
Harris, Tameka	Instructional Coach
Redfering, Kristie Jo	Other
Glass, Carolyn	Instructional Coach
Browne, Norris	Instructional Coach
Panapolis, Meegan	Instructional Coach

Duties

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

The school based MTSS leadership team includes Lisa Austin-Principal, Delonda Boyd-Assistant Principal, TBA-School Counselor, Michael Cowley-School Psychologist, Lisa Porter - Educational Diagnostician, Socorro Thomas-School Social Worker, Kristie Jo Redfering-Behavior Specialist, Lynne Moench - ESOL specialist, Sherilyn Gomez-SLP, Beth Carroll-VE Resource, Tameka Harris-MTSS Behavior Coach, Joe Browne – MTSS Academic Coach, Carolyn Glass – English/Language Arts (ELA) Coach, Meegan Panapolois ELA Coach, Erica Austin - Math Coach
Facilitator–Lisa Austin
Recorder-Sherilyn Gomez
Time Keeper-Socorro Thomas,
Data Managers-Michael Cowley, Kristie Jo Redfering, Tameka Harris, Joe Browne
Principal and Assistant Principal: Facilitate team discussions. Provide a common vision for the use of data-based decision making. Ensure the provision of professional development to support MTSS implementation.
Psychologist, Social Worker, Behavior Specialist, Behavior Coach, MTSS Academic Coach, Media Specialist/Tech: Work with SBLT to identify students in need of additional interventions. Help to design these interventions, support teachers implementing the interventions, and insure fidelity.
School Counselor: Coordinate Tier 3 intervention conferences. Ensure compliance with district requirements. Organize Tier 2 and Tier 3 progress monitoring data.

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 SBLT analyze school-wide data (FAIR, Running Record, Common Assessment) to determine the effectiveness of core instruction. Classrooms with 70% or more of the students not meeting expectations in specific subject areas will be provided professional development to improve core instruction within that classroom. Coaches and school-based personnel will be utilized to provide instructional assistance, modeling, and mentoring in specific subject areas to teachers in need of core subject training. PLCs will review Tier 2 (small group instruction) results in Reading and Math every 8 weeks to determine the effectiveness of instruction and whether student(s) require more/less assistance or a new intervention. Individual teachers, PLC members, or members of the SBLT may identify students in need of individualized assistance and refer the student to the Academic Intervention Team for review. This team is comprised of the School Psychologist, Reading Coach, MTSS Coach, Learning Specialist, and Diagnostician. The team will meet monthly to review Tier 2

data and individual data. Recommendations from the monthly meeting will be provided to interventionists and classroom teachers. Support, interventions, and observation will be provided by the Academic Intervention Team.

Staff have been trained in the academic intervention process during the pre-school training days and are provided updates and refreshed knowledge via staff meetings and the principal's weekly staff update. The SBLT will review processes on a monthly basis and modify MTSS processes to best identify school-wide, small group, and individualized needs. The SBLT will utilize a PDSA model to maximize resources at the core instructional level and minimize the number of resources used for Tier 2 and Tier 3. ESE, ESOL, Speech/Language, Social Work, and School Counselor resources will also be used during the PDSA sessions to provide a balanced team to identify all areas of need and intervene in a swift and efficient manner.

Title I, funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality

instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, funds to ensure that they supplement rather than supplant other funds available to schools. New Heights has also partnered with R'Club to support our learning community.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Rhonda Rouse	Parent
Art O'Hare	Business/Community
Luz Alvarez	Parent

Duties

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

Evaluation of last year's school improvement plan

Development of this school improvement plan

Members of the SAC assisted in the development and writing of the SIP.

Preparation of the school's annual budget and plan

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

SIP funds will support the initiatives taken to implement professional development in the Common Core State Standards

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Austin, Lisa	Principal
Boyd, Delonda	Assistant Principal
Glass, Carolyn	Instructional Coach

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 Technical Subjects
Makes decisions on referendum spending
Facilitates schoolwide literacy events (literacy week, Read Across America, Reading Counts, Winter break/Spring break challenges, Reading Under the Stars)

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

Weekly team planning/PLC's, weekly meeting with Literacy and Math coaches, monthly school-wide professional learning communities, monthly data reviews (academic, behavior, and attendance), Team building at staff meetings, quarterly planned socials for staff

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

Positions posted, highly qualified staff meet and interview candidates, thorough background check, work history, conduct, and education.

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

Site based Mentor/Advisor has been identified. Monthly meetings with Site based Advisor and new teachers. Each new teacher will be assigned a grade level mentor and/or school wide mentor. Support will be offered through observations 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

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

Weekly review of lesson plans, addressed standards documented in lesson plans, using adopted resources.
Core instruction is aligned to curriculum guides. Administrative walkthroughs utilizing "At a Glance"

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

Effective use of formative assessments to improve instruction
Differentiated instruction based on formative assessment data
Additional 30 minutes of Literacy Instruction outside the core instruction
Jan Richardson guided reading groups utilized to differentiate instruction
Differentiated lessons on istation
Math interventions (Soar to Success, Go Math, ST Math) utilized
Common planning time routines established and clear goals communicated to include data analysis
Coaching cycle utilized to support best practices in instructional delivery based on trends
Extended Learning Program focused on literacy, math, and science (tutoring or enrichment)
Utilization of goals and scales in classrooms during the Literacy block

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: 6,000

ELP - after school Math, STEM, Reading, and Writing tutoring as well as enrichment

Strategy Rationale

Extended learning programs will support student achievement by extending the learning day and meeting students' academic needs.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Austin, Lisa, austinli@pcsb.org

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

OPM(assessments) and observation at various intervals.

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. Spring Into the Future night for all grade levels held in May.

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

Great American Teach-In-businesses/parents invited to participate
AVID strategies/AVID Night-Middle/High school students invited to speak to students; college promotion by staff
Math night at local grocery store
Junior Achievement lessons emphasizing economics and community

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

STEM and Robotics club - ELP
Builders Club - ELP

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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School Improvement Goals

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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 Proficiency rates in Reading to 70%, Math to 70%, and Science to 70% for all students as measured by FSA and Science FCAT 2.0.

G2. Increase proficiency rates to 70% in Reading and 70% in Math of African American students as measured by FSA

G3. STEM Goal: Increase proficiency rates in Science to 70% for 4th grade students as measured by the district common assessment and to 70% for 5th grade students as measured by Science FCAT 2.0

G4. Reduce the percentage of students who evidence 3+ Early Warning indicators as measured by Performance Matters report to include attendance, discipline referrals, retention, state test performance, course failure, mobility. (2014-2015 was 10% of students -- 87/859)

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 Proficiency rates in Reading to 70%, Math to 70%, and Science to 70% for all students as measured by FSA and Science FCAT 2.0. `1a`

🔍 G061471

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal `2`

- Standards based Professional Development provided by district
- Additional personnel (hourly teachers to provide interventions)
- District Math Coach
- District Literacy Coach
- Extended Reading Intervention time
- Extended Math Intervention time
- Embedded professional development
- Intermediate will incorporate science labs to increase rigor

Targeted Barriers to Achieving the Goal `3`

- Core instruction is not reaching grade level proficiency targets in English/Language Arts Reading/Writing
- Core instruction is not reaching grade level proficiency targets in Mathematics
- Core instruction is not reaching grade level proficiency targets in Science

Plan to Monitor Progress Toward G1. `8`

FSA English Language Arts and Mathematics and FCAT 2.0 Science

Person Responsible
Lisa Austin

Schedule
Quarterly, from 9/7/2015 to 5/27/2016

Evidence of Completion
Student performance data

G2. Increase proficiency rates to 70% in Reading and 70% in Math of African American students as measured by FSA `1a`

`G061470`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - African American	
AMO Reading - African American	

Resources Available to Support the Goal `2`

- Standards based Professional Development provided by district
- Additional personnel (hourly teachers to provide interventions)
- District Math Coach
- District Literacy Coach
- Extended Reading Intervention time
- Extended Math Intervention time
- Embedded professional development
- Culturally Responsive Instruction Professional Development

Targeted Barriers to Achieving the Goal `3`

- Core instruction is not reaching grade level proficiency targets for African American students in Reading.

Plan to Monitor Progress Toward G2. `8`

FSA, Common Assessments

Person Responsible
Lisa Austin

Schedule
Quarterly, from 9/7/2015 to 5/27/2016

Evidence of Completion
Student performance data

G3. STEM Goal: Increase proficiency rates in Science to 70% for 4th grade students as measured by the district common assessment and to 70% for 5th grade students as measured by Science FCAT 2.0 `1a`

`G064867`

Targets Supported `1b`

Indicator	Annual Target
Science Proficiency District Assessment	70.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal `2`

- STEM Academy

- Science Lab

- Just In Time Science Coach

Targeted Barriers to Achieving the Goal `3`

- Core instruction is not reaching grade level proficiency targets in science.

Plan to Monitor Progress Toward G3. `8`

District Science Common Assessment data

Person Responsible
Lisa Austin

Schedule
Every 6 Weeks, from 9/4/2015 to 5/31/2016

Evidence of Completion
District Science Common Assessments in grades 4 and 5

G4. Reduce the percentage of students who evidence 3+ Early Warning indicators as measured by Performance Matters report to include attendance, discipline referrals, retention, state test performance, course failure, mobility. (2014-2015 was 10% of students -- 87/859) `1a`

Targets Supported `1b`   `🔍 G061469`

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	8.0

Resources Available to Support the Goal `2`

- Psychologist present 4 days/week

- Bi-weekly Child Study Team meetings

- School-wide discipline plan/guidelines for success

- Use of Positive Behavior Support program

- Use of Commitment to Character program

- Review of guidelines for success and character expectations on daily news show

- Monthly reward/celebrations for meeting behavior expectations

- Utilize behavior coach for staff professional development/coaching

Targeted Barriers to Achieving the Goal `3`

- Students with 3 or more EWS are not responding to core strategies for academic, behavioral, psychological, and social engagement.

Plan to Monitor Progress Toward G4. `8`

SBLT and committee reviews of SIP goals

Person Responsible
Lisa Austin

Schedule
Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion
Early Warning Indicator reports from Performance Matters

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 Proficiency rates in Reading to 70%, Math to 70%, and Science to 70% for all students as measured by FSA and Science FCAT 2.0. 1

🔑 G061471

G1.B1 Core instruction is not reaching grade level proficiency targets in English/Language Arts Reading/Writing 2

🔑 B157115

G1.B1.S1 Provide rigorous standards based instruction using the Marzano framework in English/Language Arts Reading to all students 4

🔑 S168597

Strategy Rationale

When provided standards-based instruction students will meet proficiency targets

Action Step 1 5

Engage in collaborative planning of standards-based instruction for English/Language Arts Reading during professional learning communities utilizing a problem-solving/data-based inquiry model. Provide additional opportunities through professional development

Person Responsible

Lisa Austin

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

PLC notes and Coaches' logs

Action Step 2 `5`

Implementation of Marzano Framework, Domain 1, Classroom Strategies and Behaviors

Person Responsible

Lisa Austin

Schedule

Daily, from 9/4/2015 to 5/31/2016

Evidence of Completion

Walkthroughs, Observations, Lesson Plans

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

Utilize iObservation data collection tool to evaluate the implementation of standards-based instruction and Marzano framework, domain 1, classroom strategies and behaviors in English/ Language Arts Reading

Person Responsible

Lisa Austin

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Complete iObservation tools with feedback provided to teachers

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

Student performance on English/Language Arts module assessments (formative), I-Station Indicators of Progress (formative), and the Florida Standards Assessment (summative)

Person Responsible

Lisa Austin

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Student performance data

G1.B1.S2 Plan for differentiated instruction using a Guided Reading approach during the uninterrupted English/Language Arts Reading block 4

S168598

Strategy Rationale

When provided standards-based instruction students will meet proficiency targets

Action Step 1 5

Teachers submit lesson plans to administration for review based on rubric criteria

Person Responsible

Lisa Austin

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Teacher submitted lessons plans to administration

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

Weekly lesson plans submitted to administration

Person Responsible

Lisa Austin

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Teacher submitted lesson plans, lesson plan rubric

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

Student performance on English/Language Arts module assessments (formative), Florida Assessment for Instruction in Reading (formative), and the Florida Standards Assessment (summative)

Person Responsible

Lisa Austin

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Student performance data

G1.B2 Core instruction is not reaching grade level proficiency targets in Mathematics `2`

🔧 B157117

G1.B2.S1 Provide rigorous standards based instruction using the Marzano framework in Mathematics to all students `4`

🔧 S168600

Strategy Rationale

When provided standards-based instruction students will meet proficiency targets

Action Step 1 `5`

Engage in collaborative planning of standards-based instruction for Mathematics during professional learning communities utilizing a problem-solving/data-based inquiry model

Person Responsible

Lisa Austin

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

PLC notes and Coaches' logs

Action Step 2 `5`

Implementation of the Marzano framework, Domain 1, Classroom Strategies and Behaviors

Person Responsible

Lisa Austin

Schedule

Daily, from 9/4/2015 to 5/31/2016

Evidence of Completion

Walkthroughs, Observations, Lesson Plans

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

Utilize iObservation data collection tool to evaluate the implementation of standards-based instruction and Marzano framework, domain 1, classroom strategies and behaviors in Mathematics

Person Responsible

Lisa Austin

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Complete iObservation tool with feedback provided to teachers

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

Student performance on Math common assessments (formative) and the Florida Standards Assessment (summative)

Person Responsible

Lisa Austin

Schedule

Quarterly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Student performance data

G1.B3 Core instruction is not reaching grade level proficiency targets in Science 2

🔑 B157118

G1.B3.S1 Provide rigorous standards based instruction using the Marzano framework in Science to all students 4

🔑 S168601

Strategy Rationale

When provided standards-based instruction students will meet proficiency targets

Action Step 1 5

Engage in collaborative planning of standards-based instruction for Science during professional learning communities utilizing a problem-solving/data-based inquiry model

Person Responsible

Lisa Austin

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

PLC notes, Coaches' log

Action Step 2 5

Implementation of the Marzano framework, Domain 1, Classroom Strategies and Behaviors

Person Responsible

Lisa Austin

Schedule

Daily, from 9/4/2015 to 5/31/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Utilize iObservation data collection tool to evaluate the implementation of standards-based instruction and Marzano framework, domain 1, classroom strategies and behaviors in Science

Person Responsible

Lisa Austin

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Completed iObservation tool with feedback provided to teachers

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Student performance on Science common assessments (formative) and the FCAT 2.0 Science (summative)

Person Responsible

Lisa Austin

Schedule

Quarterly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Student performance data

G2. Increase proficiency rates to 70% in Reading and 70% in Math of African American students as measured by FSA [1]

🔍 G061470

G2.B1 Core instruction is not reaching grade level proficiency targets for African American students in Reading. [2]

🔍 B157113

G2.B1.S1 Provide rigorous standards based instruction in all academic areas incorporating disaggregated data of African American student performance to plan instruction [4]

🔍 S168595

Strategy Rationale

When provided standards-based instruction that is differentiated to meet the needs of African-American students, they will meet grade-level proficiency targets

Action Step 1 [5]

Engage in collaborative planning of standards-based instruction for all academic areas during professional learning communities utilizing a problem-solving/data-based inquiry model incorporating disaggregated data of African American student performance

Person Responsible

Lisa Austin

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

PLC notes and Coaches' logs

Action Step 2 [5]

Professional Development for all staff focused on Performance Matters disaggregating data by grade level, classroom and subgroup. The intended outcome is to increase staff ability to take the data and utilize it to differentiate instruction.

Person Responsible

Lisa Austin

Schedule

Quarterly, from 12/1/2015 to 5/27/2016

Evidence of Completion

Staff sign in sheets, ongoing data chats

Action Step 3 `5`

Staff participating in coaching cycles with academic coaches to effectively utilize data to differentiate instruction.

Person Responsible

Lisa Austin

Schedule

Biweekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Meeting minutes, coaching logs.

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

Utilize iObservation data collection tool to evaluate the implementation of standards-based instruction in all content areas.

Person Responsible

Lisa Austin

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Completed iObservation tool with feedback provided to teachers

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

Teacher lesson plans

Person Responsible

Lisa Austin

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Teacher submitted plans to administration, coaching logs

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

SBLT data review meetings, individual teacher and grade level data chats

Person Responsible

Lisa Austin

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Disaggregated African American student performance on all content area assessments (formative) and the Florida Standards Assessment (summative), MTSS Coach logs, meeting minutes

G3. STEM Goal: Increase proficiency rates in Science to 70% for 4th grade students as measured by the district common assessment and to 70% for 5th grade students as measured by Science FCAT 2.0 [1]

G064867

G3.B1 Core instruction is not reaching grade level proficiency targets in science. [2]

B167303

G3.B1.S1 Implement the STEM Academy for 26 weeks with 20 students in fourth and fifth grades [4]

S178833

Strategy Rationale

The STEM Academy increases opportunities to conduct hands-on STEM investigations, explore careers in STEM, and improve teambuilding and leadership skills

Action Step 1 [5]

Fourth and Fifth grade students will be identified and will attend the STEM Academy for 26 weeks.

Person Responsible

Lorene Wilcoxen

Schedule

Weekly, from 10/5/2015 to 4/25/2016

Evidence of Completion

STEM Academy Pretests and Posttest; attendance records

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

STEM Academy pretests and postests; attendance records

Person Responsible

Lorene Wilcoxen

Schedule

Weekly, from 10/5/2015 to 4/25/2016

Evidence of Completion

Results from pretests and posttests will be analyzed and documentation of attendance will
be monitored

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

Data analysis of STEM Academy pretests and postests

Person Responsible

Lorene Wilcoxen

Schedule

Monthly, from 10/5/2015 to 4/25/2016

Evidence of Completion

STEM Academy pretests and posttests

G4. Reduce the percentage of students who evidence 3+ Early Warning indicators as measured by Performance Matters report to include attendance, discipline referrals, retention, state test performance, course failure, mobility. (2014-2015 was 10% of students -- 87/859) [1]

🔍 G061469

G4.B1 Students with 3 or more EWS are not responding to core strategies for academic, behavioral, psychological, and social engagement. [2]

🔍 B157112

G4.B1.S1 Implement a Check In/Check Out program targeted at moderate-risk [4]

🔍 S168594

Strategy Rationale

Use of an evidence-based, individualized instruction program will reinforce and reteach core behavioral expectations

Action Step 1 [5]

Identify staff members and students to participate in the program and assign rosters

Person Responsible

Lisa Austin

Schedule

Daily, from 9/7/2015 to 5/27/2016

Evidence of Completion

Roster of staff and assigned students

Action Step 2 [5]

Engage in collaborative planning of consistent performance indicators and feedback for students

Person Responsible

Lisa Austin

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Staff-student roster, minutes from weekly meeting

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

Assigned staff will maintain a log of who was seen and when

Person Responsible

Lisa Austin

Schedule

On 5/27/2016

Evidence of Completion

Staff members are responsible for monitoring and documenting student contact and progress

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

Disaggregated Office Discipline Referral (ODRs) data reviewed monthly by School-Based Leadership Team

Person Responsible

Lisa Austin

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Notes/agenda from School-Based Leadership Team meetings

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
G4.B1.S1.A1	Identify staff members and students to participate in the program and assign rosters	Austin, Lisa	9/7/2015	Roster of staff and assigned students	5/27/2016 daily
G2.B1.S1.A1	Engage in collaborative planning of standards-based instruction for all academic areas during professional learning communities utilizing a problem-solving/data-based inquiry model incorporating disaggregated data of African American student performance	Austin, Lisa	9/7/2015	PLC notes and Coaches' logs	5/27/2016 weekly
G1.B1.S1.A1	Engage in collaborative planning of standards-based instruction for English/Language Arts Reading during professional learning communities	Austin, Lisa	9/7/2015	PLC notes and Coaches' logs	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	utilizing a problem-solving/data-based inquiry model. Provide additional opportunities through professional development				
G1.B1.S2.A1	Teachers submit lesson plans to administration for review based on rubric criteria	Austin, Lisa	8/24/2015	Teacher submitted lessons plans to administration	6/7/2016 weekly
G1.B2.S1.A1	Engage in collaborative planning of standards-based instruction for Mathematics during professional learning communities utilizing a problem-solving/data-based inquiry model	Austin, Lisa	9/7/2015	PLC notes and Coaches' logs	5/27/2016 weekly
G1.B3.S1.A1	Engage in collaborative planning of standards-based instruction for Science during professional learning communities utilizing a problem-solving/data-based inquiry model	Austin, Lisa	9/7/2015	PLC notes, Coaches' log	5/27/2016 monthly
G3.B1.S1.A1	Fourth and Fifth grade students will be identified and will attend the STEM Academy for 26 weeks.	Wilcoxen, Lorene	10/5/2015	STEM Academy Pretests and Posttest; attendance records	4/25/2016 weekly
G4.B1.S1.A2	Engage in collaborative planning of consistent performance indicators and feedback for students	Austin, Lisa	9/7/2015	Staff-student roster, minutes from weekly meeting	5/27/2016 weekly
G2.B1.S1.A2	Professional Development for all staff focused on Performance Matters disaggregating data by grade level, classroom and subgroup. The intended outcome is to increase staff ability to take the data and utilize it to differentiate instruction.	Austin, Lisa	12/1/2015	Staff sign in sheets, ongoing data chats	5/27/2016 quarterly
G1.B1.S1.A2	Implementation of Marzano Framework, Domain 1, Classroom Strategies and Behaviors	Austin, Lisa	9/4/2015	Walkthroughs, Observations, Lesson Plans	5/31/2016 daily
G1.B2.S1.A2	Implementation of the Marzano framework, Domain 1, Classroom Strategies and Behaviors	Austin, Lisa	9/4/2015	Walkthroughs, Observations, Lesson Plans	5/31/2016 daily
G1.B3.S1.A2	Implementation of the Marzano framework, Domain 1, Classroom Strategies and Behaviors	Austin, Lisa	9/4/2015		5/31/2016 daily
G2.B1.S1.A3	Staff participating in coaching cycles with academic coaches to effectively utilize data to differentiate instruction.	Austin, Lisa	9/1/2015	Meeting minutes, coaching logs.	5/27/2016 biweekly
G1.MA1	FSA English Language Arts and Mathematics and FCAT 2.0 Science	Austin, Lisa	9/7/2015	Student performance data	5/27/2016 quarterly
G1.B1.S1.MA1	Student performance on English/ Language Arts module assessments (formative), I-Station Indicators of Progress (formative), and the Florida Standards Assessment (summative)	Austin, Lisa	9/7/2015	Student performance data	5/27/2016 biweekly
G1.B1.S1.MA1	Utilize iObservation data collection tool to evaluate the implementation of standards-based instruction and Marzano framework, domain 1, classroom strategies and behaviors in English/Language Arts Reading	Austin, Lisa	9/7/2015	Complete iObservation tools with feedback provided to teachers	5/27/2016 weekly
G1.B2.S1.MA1	Student performance on Math common assessments (formative) and the Florida Standards Assessment (summative)	Austin, Lisa	9/7/2015	Student performance data	5/27/2016 quarterly
G1.B2.S1.MA1	Utilize iObservation data collection tool to evaluate the implementation of	Austin, Lisa	9/7/2015	Complete iObservation tool with feedback provided to teachers	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	standards-based instruction and Marzano framework, domain 1, classroom strategies and behaviors in Mathematics				
G1.B3.S1.MA1	Student performance on Science common assessments (formative) and the FCAT 2.0 Science (summative)	Austin, Lisa	9/7/2015	Student performance data	5/27/2016 quarterly
G1.B3.S1.MA1	Utilize iObservation data collection tool to evaluate the implementation of standards-based instruction and Marzano framework, domain 1, classroom strategies and behaviors in Science	Austin, Lisa	9/7/2015	Completed iObservation tool with feedback provided to teachers	5/27/2016 weekly
G1.B1.S2.MA1	Student performance on English/Language Arts module assessments (formative), Florida Assessment for Instruction in Reading (formative), and the Florida Standards Assessment (summative)	Austin, Lisa	9/7/2015	Student performance data	5/27/2016 biweekly
G1.B1.S2.MA1	Weekly lesson plans submitted to administration	Austin, Lisa	9/7/2015	Teacher submitted lesson plans, lesson plan rubric	5/27/2016 weekly
G2.MA1	FSA, Common Assessments	Austin, Lisa	9/7/2015	Student performance data	5/27/2016 quarterly
G2.B1.S1.MA1	SBLT data review meetings, individual teacher and grade level data chats	Austin, Lisa	9/7/2015	Disaggregated African American student performance on all content area assessments (formative) and the Florida Standards Assessment (summative), MTSS Coach logs, meeting minutes	5/27/2016 biweekly
G2.B1.S1.MA1	Utilize iObservation data collection tool to evaluate the implementation of standards-based instruction in all content areas.	Austin, Lisa	9/7/2015	Completed iObservation tool with feedback provided to teachers	5/27/2016 weekly
G2.B1.S1.MA2	Teacher lesson plans	Austin, Lisa	9/7/2015	Teacher submitted plans to administration, coaching logs	5/27/2016 weekly
G3.MA1	District Science Common Assessment data	Austin, Lisa	9/4/2015	District Science Common Assessments in grades 4 and 5	5/31/2016 every-6-weeks
G3.B1.S1.MA1	Data analysis of STEM Academy pretests and posttests	Wilcoxen, Lorene	10/5/2015	STEM Academy pretests and posttests	4/25/2016 monthly
G3.B1.S1.MA1	STEM Academy pretests and posttests; attendance records	Wilcoxen, Lorene	10/5/2015	Results from pretests and posttests will be analyzed and documentation of attendance will be monitored	4/25/2016 weekly
G4.MA1	SBLT and committee reviews of SIP goals	Austin, Lisa	9/7/2015	Early Warning Indicator reports from Performance Matters	5/27/2016 monthly
G4.B1.S1.MA1	Disaggregated Office Discipline Referral (ODRs) data reviewed monthly by School-Based Leadership Team	Austin, Lisa	9/7/2015	Notes/agenda from School-Based Leadership Team meetings	5/27/2016 monthly
G4.B1.S1.MA1	Assigned staff will maintain a log of who was seen and when	Austin, Lisa	9/7/2015	Staff members are responsible for monitoring and documenting student contact and progress	5/27/2016 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Increase Proficiency rates in Reading to 70%, Math to 70%, and Science to 70% for all students as measured by FSA and Science FCAT 2.0.

G1.B1 Core instruction is not reaching grade level proficiency targets in English/Language Arts Reading/Writing

G1.B1.S1 Provide rigorous standards based instruction using the Marzano framework in English/Language Arts Reading to all students

PD Opportunity 1

Engage in collaborative planning of standards-based instruction for English/Language Arts Reading during professional learning communities utilizing a problem-solving/data-based inquiry model. Provide additional opportunities through professional development

Facilitator

Administration, Literacy coach

Participants

Instructional staff

Schedule

Weekly, from 9/7/2015 to 5/27/2016

PD Opportunity 2

Implementation of Marzano Framework, Domain 1, Classroom Strategies and Behaviors

Facilitator

Administrators

Participants

Instructional Staff

Schedule

Daily, from 9/4/2015 to 5/31/2016

G1.B2 Core instruction is not reaching grade level proficiency targets in Mathematics

G1.B2.S1 Provide rigorous standards based instruction using the Marzano framework in Mathematics to all students

PD Opportunity 1

Engage in collaborative planning of standards-based instruction for Mathematics during professional learning communities utilizing a problem-solving/data-based inquiry model

Facilitator

Administration and Mathematics Coach

Participants

Instructional Staff

Schedule

Weekly, from 9/7/2015 to 5/27/2016

PD Opportunity 2

Implementation of the Marzano framework, Domain 1, Classroom Strategies and Behaviors

Facilitator

Administrators

Participants

Instructional Staff

Schedule

Daily, from 9/4/2015 to 5/31/2016

G1.B3 Core instruction is not reaching grade level proficiency targets in Science

G1.B3.S1 Provide rigorous standards based instruction using the Marzano framework in Science to all students

PD Opportunity 1

Engage in collaborative planning of standards-based instruction for Science during professional learning communities utilizing a problem-solving/data-based inquiry model

Facilitator

Administration & Just in Time Science Coach

Participants

Instructional Staff

Schedule

Monthly, from 9/7/2015 to 5/27/2016

PD Opportunity 2

Implementation of the Marzano framework, Domain 1, Classroom Strategies and Behaviors

Facilitator

Administrators

Participants

Instructional Staff

Schedule

Daily, from 9/4/2015 to 5/31/2016

G2. Increase proficiency rates to 70% in Reading and 70% in Math of African American students as measured by FSA

G2.B1 Core instruction is not reaching grade level proficiency targets for African American students in Reading.

G2.B1.S1 Provide rigorous standards based instruction in all academic areas incorporating disaggregated data of African American student performance to plan instruction

PD Opportunity 1

Professional Development for all staff focused on Performance Matters disaggregating data by grade level, classroom and subgroup. The intended outcome is to increase staff ability to take the data and utilize it to differentiate instruction.

Facilitator

Jennie Wellings/ Joe Browne

Participants

Staff

Schedule

Quarterly, from 12/1/2015 to 5/27/2016

Technical Assistance Items

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

Budget