W. Douglas Hartley Elementary

2017-18 School Improvement Plan

W. Douglas Hartley Elementary

260 CACIQUE DR, St Augustine, FL 32086

http://www-wdh.stjohns.k12.fl.us/

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	No	44%

Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in <u>section 1008.33, Florida Statutes,</u> is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for W. Douglas Hartley Elementary

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Hartley Elementary School will provide a safe and caring environment where every student's academic, emotional and social needs are nurtured. Parents, teachers, and staff work together to create a community in which children are inspired and empowered to attain their full potentials and embrace lifelong learning.

b. Provide the school's vision statement

Hartley Elementary School will grow a community of responsible, confident, caring and educated citizens.

2. School Environment

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

Expectations for understanding cultural diversity of every student are communicated during the pre planning week prior to the start of the students' school year. They are subsequently communicated in a variety of ways including during team leader meetings, staff meetings and the weekly staff bulletin. Every teacher is expected to create a positive class culture including honoring and celebrating diversity and cultivating relationships. Professional development designed to promote continuous adult learning, support and feedback focused on these principles are provided. Parents are invited to share requests related to cultural traditions and celebrations with teachers and on student registration forms.Foreign countries and cultures are studied through non-fiction literature at all grade levels during reading and social studies. Students' and families' cultural values, customs, holidays are respected school-wide. Every teacher designs a classroom culture plan that includes behavior management, celebrations of success and expectations for how students and teachers interact and support one another. All other staff are expected to contribute to an learning environment that values all its members regardless of their race, gender, ethnicity, religion or socio-economic status The administration monitors classroom environments and school events and provides feedback as needed.

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

The administrative team clearly communicates school-wide expectation that the success of all stakeholders are dependent upon three basic tenets: 1) Doing what is right, 2) Doing your best, and 3) Treating others the way you want to be treated, which is with dignity and respect. The school's vision and mission statements which focus on safety and care are communicated in a variety of methods (posted throughout the building and out website) They are reviewed and shared on a regular basis in various settings. Supervision schedules and safety procedures are reviewed by the School's Leadership and Safety Teams and are revised regularly to ensure the safest environment possible. Teachers and staff receive feedback from their individual observations and annual evaluations related to the positive relationships and classroom environments they foster. The School Advisory Committee, staff and parent surveys responding to questions about the school environment are used to identify areas for growth and to set appropriate goals for improvement.

c. 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 grade level determines its own age-appropriate behavior system (cards, clips, green lights/red lights, colors etc.) which sets clear expectations for students' behavior in the classroom. These expectations are directly aligned to the school-wide expectations for safety and success which were communicated to all students in assemblies the first week of school.They are to be upheld in all school settings. The Six pillars of Character Counts are the foundation for our common language and expectations. Verbal warnings always precede a student losing ground on a behavior system, followed by a tangible task or loss of privilege which reminds students of their place within their grade level's system. We provide students the opportunity to turn their day around and regain lost steps on the system. Open communication among teachers and parents is also critical component of our partnership with families. When a student has exhausted all steps on the classroom system or commits a serious breach of behavior, teachers may send students to an intervention with administration when accompanied by an online discipline referral. At this point, the principal contacts parents to discuss/disclose an appropriate consequence and plan for improvement and involving the school and the support of parents. This year a Discipline Committee is being formed to evaluate our past practices and to further ensure our framework for developing the social and emotional well-being of our students is fully aligned with the SJCSD' Code of Conduct. Training on the school's behavior plan is delivered during preplanning orientation.

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

The school's guidance counselor plans a portion of each day to provide group or individual couseling, mentoring and support to those who have either asked for help or been referred by a parent or teacher. Character lessons based on the District initiative, CharacterCounts, are delivered through a classroom schedule by the guidance counselor to further support students' social and emotional growth. The guidance counselor has an "open-door" policy and is available throughout the day to address student concerns and needs. In addition to the school counselor, the administration works with individual students as needed and all the teaching staff work to ensure students are ready and available for learning.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Along with regular school based progress monitoring we are able to access our district's data platforms including eSchool. Reports are available to confirm the identify of those students exhibiting concerns in one or more indicators as follows:

•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
•One or more suspensions, whether in school or out of school
•Course failure in English Language Arts or mathematics during any grading period
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	10	8	7	6	6	0	0	0	0	0	0	0	43
One or more suspensions	0	1	0	3	6	1	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	3	12	17	0	0	0	0	0	0	0	32
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	3	3	3	0	0	0	0	0	0	0	9

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

The current number of students exhibiting two or more areas of concern are less than 2% of our student population this year. We will utilize RTI and other interventions including partnering with the families of identified students to determine appropriate goals and actions steps to ensure their progress.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

The School and class webpages, the Hartley Facebook page, online bi-weekly newsletters, parent conferences, open houses, and parent spirit and information nights are purposed to ensure regular communication with parents and increase their involvement. The school's vision and mission statements are posted and communicated on meeting agendas, newsletters and the school's website. Hartley's goal remains that we have 100% of our parents participate in at least three school-related activities per year including orientation, open houses, parent conferences, PTO family fun nights, volunteer opportunities, field trips, parent information nights, student award assemblies or performances, etc. Every year, in conjunction with our PTO, Hartley presents informational parent nights related to issues of relevance, concern and celebration (health and fitness, bullying, building academic stamina, cyber safety, etc). We will again host our annual "Night of the Arts" event which

will feature displays of students' artwork, performances of local and feeder-pattern school musicians, dance and food which is provided by local food truck vendors.

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

The Principal and PTO Board members solicit support especially from businesses near the school and those who are owned by families attending Hartley. When a monetary donation or commitment of time and or resources are made to the school, a vinyl sign with the businesses' logo is provided by the PTO and displayed along the fence in our parent pick-up and drop-off area. In addition, at certain levels, business logos are included on the school's website and/or in the bi-weekly newsletter. Some business partners donate scholarships for students in need which allows some to participate in an afterschool activity at no cost.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Scott, Antonio	Principal
Lynch, Nicole	Assistant Principal
Davis, Darcy	Teacher, K-12
Milillo, Kathryn	Teacher, K-12
Paul, Charlotte	Teacher, K-12
Erickson, Michele	Teacher, K-12
Sugrue, Shannon	Teacher, K-12
Sloat, Michelle	Instructional Media
McLellan, Sherry	Instructional Coach
Garbini, Brigid	Guidance Counselor
Harris, Jill	Teacher, K-12

b. Duties

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

Instructional Support Team (IST) comprised of the principal, assistant principal and the instructional literacy coach develop schedules, plan and deliver professional development, observe instruction and provide feedback, review teacher and student data, confer with parents and teachers, conduct intervention fidelity checks and behavior observations. The assistant principal orders instructional materials, schedules and publishes MTSS meeting dates on MTSS calendar. The ILC coordinates the MTSS team, helps teachers analyze student data, coaches teachers, provides professional development and makes recommendations for interventions. She also facilitates the iReady testing and MTSS meetings. Teacher-leaders attend monthly Instructional Leadership Team (ILT) Meetings as part of our professional learning community which includes the analysis of data to determine our progress towards goals, both academic and social emotional. Members of the ILT provide, turn

around training and support for their individual teams. All members participate in processes and protocols to provide input into school improvement plan goals and strategies.

2. 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

Data from Discovery Education and now iReady, District Created Assessments, FSA and FCAT 2.0 are reviewed quarterly and at the year's end in order to determine areas in need of improvement. When teachers identify students in need of support, the MTSS team reviews individual student data and makes recommendations for intensive interventions based on a tiered system of support. Progress is monitored and reported regularly to the Leadership and grade level teams in order to determine student's progress and need for further support. Grade levels meet following formative assessments to review grade level data and adjust instruction accordingly. An ongoing system of support, assessment, data review and planning ensures progress toward individual, grade-level and school-wide goals.

Hartley Elementary's School's Academic Intervention plan has been approved to allow us to hire a certified teacher who will work alongside teachers to provide computer-based interventions to our Tier 3 struggling students in reading and math. Students served will include those who fall into our lowest 25%, economically disadvantaged and minority student populations.Support will be provided through a differentiated, technology-based instructional model and research-based interventions available to all students, including Reading Eggs and IXL, iReady Florida ELA (K-5), Being a Reader (K-2) and Being a Writer (3-5), Early Interventions to Reading, Comprehension Toolkit and Read Naturally. The assistant principal manages the ordering, inventory and distribution of curricular resources. In addition, our Supplemental At-Risk (SAR) allocation is used to provide for a certified teacher who will provide computer-based reading and math support to struggling students.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
	Principal
Susie Cunha-Corpuz	Parent
Alexandra Phillips	Business/Community
John H. Samuels	Teacher
William Russell	Parent
Cat Wilson	Parent
Amber Kerly	Teacher
Chris Felton	Education Support Employee
Antonio C. Scott	Principal
Yanetta Arnold	Parent
Michelle Curtin	Parent
Ashley Denmon	Parent
Katie Joyal	Parent
Bill Mignon	Business/Community
Lindsay Miller	Business/Community
	Student
Linda Villadoniga	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Our SAC approves our annual school improvement goals and receives updates on the progress toward school goals at the second meeting of the new school year based on data received over the summer.

b. Development of this school improvement plan

The SAC analyzes school data, reviews the draft edition of the School Improvement Plan, makes recommendations for edits and approves the final draft of the School Improvement Plan. The SAC also monitors progress toward goals throughout the year and determines how School Improvement/ school recognition funds are allocated.

c. Preparation of the school's annual budget and plan

The SAC approves the School Recognition fund distribution plan and votes on SAC budget allotments and expenditures from the School Recognition budget.

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

School improvement funds were used to purchase subscriptions to educational programs (site licenses) including IXL Learning ($2650) and BrainPop ($2295).

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Lynch, Nicole	Assistant Principal
McLellan, Sherry	Instructional Coach
Davis, Darcy	Teacher, K-12
Paul, Charlotte	Teacher, K-12
Milillo, Kathryn	Teacher, K-12
Sugrue, Shannon	Teacher, K-12
Erickson, Michele	Teacher, K-12
Scott, Antonio	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership Team meets monthly to discuss and plan around school data related to ELA, literacy curriculum, strategies, initiatives, strength and weakness areas. It approves renewal of computer-based instructional applications which support students in reading including Renaissance Accelerated Reader and Star programs, IXL and Reading Eggs and makes recommendations related to the purchase of additional LEA resources.

LLT coordinates the incentives and rewards program which inspires students to read Florida's Sunshine State books, and suggests initiatives such as our "Reading Takes Center Stage" program which provides tumbling mats on the stage in the cafeteria so that students can "sprawl" and read for fun in the cafeteria at lunchtime.

LLT coordinates and promotes literacy-based competitions. Third, fourth and fifth graders participate in the District's Battle of the Books competition. Fourth graders participate in the school, District, State and/or National Scripps Spelling Bee. Fifth graders participate in the school, District, State and National 4-H Tropicana Speech Contest.

ELA District Curriculum Maps and Formative Assessments will be reviewed and suggestions for edits will be submitted to the District. The LLT will also make recommendations for professional development for teachers related to the maps, assessments, school and grade level goals.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Weekly grade level team meetings, monthly PLCs, monthly professional development Wednesdays as well as daily common grade level planning time are built into the school's master schedule to allow time for teacher collaboration and planning. PTO also assists the school in providing substitutes during the year to cover classes while teachers train together in professional development activities together, and they coordinate recognitions for teachers as well as opportunities for them to build relationships while participating in fun activities and celebrating accomplishments. This year we will engage in various protocols to evaluate all meeting and professional development structures. The purpose will be to determine areas of strengths and improvement so we are consistently engaging in high Impact practices that foster adult learning and that lead to increases in learning for all students, including all service groups and student populations.

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

St. Johns County School District has in place a system of recruitment and retention which allows schools to only interview and hire those who are highly qualified for positions in which they are interested. The principal selects teachers from a highly qualified pool of applicants, uses a variety of indicators to determine a good fit for our school, checks references then provides mentors to provide support for teachers new to the school. This also includes intentional efforts to interview and hiring applicants that more fully reflect the diverse demographics of our student population.

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

Each teacher new to Hartley is paired with a mentor from his/her grade level team so that grade specific information can be provided, and shared planning time can be arranged. Grade level chairs also provide support. The new teacher mentoring support group led by the ILC meets at the beginning of the school year as well as quarterly and as needed to share information, receive Hartley-specific professional development/ support and get answers to questions. Last year, two of our teachers participated in a district wide work group that created a resource to aid in teacher attrition. They are working in tandem with the Instructional Support Team to identify second year teachers who can benefit for additional supports this year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance,

District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. 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

Grade level departments analyze the results of common formative assessment results bi-weekly. They also analyze quarterly including Discovery Education' now iReady three times a year to identify areas where teachers can maximize instruction and provided targeted supports to identified students. They analyze chapter and unit tests during their weekly common planning and use this data along with formative test results and student work in order to differentiate instruction. The preferred model of instruction is via small groups to meet the divers needs of students ranging from those who need scaffolds and support as well as for those in need of consistent enrichment opportunities. Each grade level devises a team approach to share responsibility for re-teaching, re-testing and enriching students whose students outcome data indicates a specific need. For students needing additional tiers of support as indicated by progress monitoring, a math and reading intervention specialist can be scheduled to provide support using a research-based curriculum.

2. 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: Summer Program

Minutes added to school year:

Summer Reading Camp provides instruction and practice in reading for those students who struggle in reading and for third graders who scored a level one on 3rd grade FSA. Teachers use "Velocity", a research-based intervention, with students over the summer.

Strategy Rationale

An extended lapse in learning for struggling learners can result in significant ground lost over the summer. Summer reading camp is an effective program which bridges the learning gap and works to strengthen students' reading skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Scott, Antonio, antonio.scott@stjohns.k12.fl.us

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

Velocity pre and post tests as well as the completion of third grade portfolio pieces or results from the SAT 10 assessment are analyzed to determine individual student growth. Progress is shared with parents, and results are submitted to the District to determine effectiveness of program.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Staggered school start ensures that every kindergartner receives individual attention from his or her kindergarten teacher during the first week at school. Since only four or five students from each kindergarten class report to school each day of the first week, teachers are able to administer individual diagnostic assessments and transition students smoothly into elementary school in a safe, calm and supportive environment. Outgoing fifth graders attend orientations at their respective receiving schools and attend Open House informational activities in order to smooth their transitions to middle school.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.   Students across all population groups will demonstrate a five-percent increase on the FSA Mathematics assessment from the previous school year, resulting in eighty-percent (80%) of students meeting and or exceeding proficiency.

G2.   The percentage of students in the lowest quartile who achieve gains in mathematics will increase by five percent (5%) on the FSA Mathematics assessment from the previous year, from 63 to 68 percent.

G3.   Students across all population groups will demonstrate a five-percent increase on the FSA ELA assessment from the previous school year, resulting in eighty-one percent (81%) of students meeting and/or exceeding proficiency

G4.   The percentage of students in the lowest quartile who achieve gains in English/Language Arts will increase by five percent (5%) on the FSA ELA assessment from the previous year, from 55 to 60 percent.

Strategic Goals Detail

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

G1. Students across all population groups will demonstrate a five-percent increase on the FSA Mathematics assessment from the previous school year, resulting in eighty-percent (80%) of students meeting and or exceeding proficiency. 1a

🔑 G096633

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Absence of in-depth data analysis processes that is premised on the Three Big Ideas and utilizes the Four Critical Questions of Professional Learning Communities to increase student achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District and school-based professional development in the Three big Ideas and Four Critical Questions of Professional Learning Communities. Additional resources will include Leaders of Learning and Learning by Doing.

- Common Planning will contribute to student achievement.

- Progress Monitoring using iReady, Data Dashboard and formative assessments

- RtI/MTSS

- Behavior management structure to promote high expectations for all students using components of Character Counts! and PBIS.

Plan to Monitor Progress Toward G1. 8

IReady

Person Responsible
Sherry McLellan

Schedule
Triannually, from 8/10/2017 to 5/31/2018

Evidence of Completion
Data Reports, Agendas, Lesson Plans,

Plan to Monitor Progress Toward G1. 8

Common Formative Assessments

Person Responsible
Antonio Scott

Schedule
Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion
Formative Assessments, Agendas, Meeting Notes, Lesson Plans, Observations

Plan to Monitor Progress Toward G1. 8

Professional Learning Communities during ILT and common planning Meetings

Person Responsible
Antonio Scott

Schedule
On 8/31/2017

Evidence of Completion
Agendas and Planning Action Items (minutes)

G2. The percentage of students in the lowest quartile who achieve gains in mathematics will increase by five percent (5%) on the FSA Mathematics assessment from the previous year, from 63 to 68 percent. `1a`

🔍 G096634

Targets Supported `1b`

Indicator	Annual Target
Math Gains	80.0

Targeted Barriers to Achieving the Goal `3`

- Absence of in-depth data analysis processes that is premised on the Three Big Ideas and utilizes the Four Critical Questions of Professional Learning Communities to increase student achievement.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District and school-based professional development in the Three big Ideas and Four Critical Questions of Professional Learning Communities. Additional resources will include Leaders of Learning and Learning by Doing.

- Progress monitoring using iReady, Data Dashboard and formative assessments.

- Common Planning will contribute to student achievement.

- District Curricular Personnel

- Behavior management structure to promote high expectations for all students using components of Character Counts! and PBIS.

Plan to Monitor Progress Toward G2. `8`

The progress of all students including those who make up the lowest quartile as indicated on the beginning of the year iReady assessment, will be reviewed monthly. This will include progress reports from iReady learning paths, report cards, formative assessment data and grade level team planning minutes.

Person Responsible

Antonio Scott

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

iReady data, student grades in eSchool Plus, instruction aligned to the iready diagnostics, report cards, Planning agendas and minutes

G3. Students across all population groups will demonstrate a five-percent increase on the FSA ELA assessment from the previous school year, resulting in eighty-one percent (81%) of students meeting and/or exceeding proficiency `1a`

🔑 G096635

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	68.0

Targeted Barriers to Achieving the Goal `3`

- Absence of in-depth data analysis processes that is premised on the Three Big Ideas and utilizes the Four Critical Questions of Professional Learning Communities to increase student achievement.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- iReady diagnostics, online instruction and toolbox Data Dashboard and formative assessments.

- Formative assessments.

- Data Dashboard

Plan to Monitor Progress Toward G3. `8`

iReady and planning aligned to diagnostics

Person Responsible

Antonio Scott

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

iReady reports, Reading Eggs individual student growth reports, formative assessments, and report cards

G4. The percentage of students in the lowest quartile who achieve gains in English/Language Arts will increase by five percent (5%) on the FSA ELA assessment from the previous year, from 55 to 60 percent.

1a

🔑 G096636

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	81.0

Targeted Barriers to Achieving the Goal 3

- Teachers need appropriate research-based instructional materials or strategies to provide differentiated ELA instruction aligned to iReady diagnostics for all students, including our lowest quartile students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Literacy Coach, in-house teacher experts, model classrooms, District instructional coordinators and specialists

- Being A Reader, Being A Writer, FLReady, Reading Eggs, Read Naturally, Accelerated Reader

Plan to Monitor Progress Toward G4. 8

Review of DE ELA quarterly data, Reading Eggs, Read Naturally and STAR teacher reports, student grades

Person Responsible

Antonio Scott

Schedule

Biweekly, from 8/3/2017 to 5/26/2018

Evidence of Completion

DE ELA quarterly data, Reading Eggs and STAR reports, student grades and FSA

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. Students across all population groups will demonstrate a five-percent increase on the FSA Mathematics assessment from the previous school year, resulting in eighty-percent (80%) of students meeting and or exceeding proficiency. 1

🔑 G096633

G1.B1 Absence of in-depth data analysis processes that is premised on the Three Big Ideas and utilizes the Four Critical Questions of Professional Learning Communities to increase student achievement. 2

🔑 B259937

G1.B1.S1 The Instructional support team will collaborate with instructional leadership team to develop adult leaning progressions for grade level teams to evaluate and refine their current planning and assessment practices in order to more fully employ the structures of professional communities as defined by the work of DuFour et al. 4

🔑 S275338

Strategy Rationale

As teachers plan together, disaggregate data of common formative assessments and other metrics to inform their own practice it will allow them to more fully meet the diverse needs of all their students.

Action Step 1 5

Instructional support team will meet with instructional leadership team to develop adult leaning progressions for grade level teams.

Person Responsible

Antonio Scott

Schedule

Triannually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Schedule, minutes and agendas from meetings

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

Review sign-in sheets

Person Responsible

Sherry McLellan

Schedule

Quarterly, from 8/4/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, minutes, agendas

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

Review data quarterly

Person Responsible

Antonio Scott

Schedule

Quarterly, from 8/4/2017 to 5/25/2018

Evidence of Completion

iReady data, PLC sign-in sheets, minutes from team meetings

G2. The percentage of students in the lowest quartile who achieve gains in mathematics will increase by five percent (5%) on the FSA Mathematics assessment from the previous year, from 63 to 68 percent. 1

🔍 G096634

G2.B1 Absence of in-depth data analysis processes that is premised on the Three Big Ideas and utilizes the Four Critical Questions of Professional Learning Communities to increase student achievement. 2

🔍 B259938

G2.B1.S1 The Instructional support team will collaborate with instructional leadership team to develop adult leaning progressions for grade level teams to evaluate and refine their current planning and assessment practices in order to more fully employ the structures of professional communities as defined by the work of DuFour et al. 4

🔍 S275339

Strategy Rationale

As teachers plan together, disaggregate data of common formative assessments and other metrics to inform their own practice it will allow them to more fully meet the diverse needs of all their students. It will also enable the IST to determine specific PD needs for each team.

Action Step 1 5

Adult learning progressions for the Instructional Leadership Team members that is centered on the Three Big Ideas and the Four Critical Questions that are characteristic of effective professional learning communities as defined by the work of DuFour et al..

Person Responsible

Antonio Scott

Schedule

Monthly, from 8/10/2017 to 8/28/2018

Evidence of Completion

iReady math data, formative assessments, report card grades, iObservation classroom walkthrough reports

Action Step 2 5

iReady- And how to use the diagnostic tools to their fullest potential

Person Responsible

Sherry McLellan

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

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

Training sign-in sheets will be examined, tri-annual iReady math data analysis, classroom instruction will reflect learning paths identify by iReady diagnostics and the application of strategies learned in PD.

Person Responsible

Sherry McLellan

Schedule

Biweekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PD sign-in rosters, iReady data (math), EEE walkthrough forms

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

Teachers will apply what they've learned in PD related to targeting differentiated math instruction, and their classroom observations and student data will reflect improved instruction.

Person Responsible

Antonio Scott

Schedule

Daily, from 8/3/2017 to 5/25/2018

Evidence of Completion

EEE observation feedback forms, math DE data for lowest quartile students

G3. Students across all population groups will demonstrate a five-percent increase on the FSA ELA assessment from the previous school year, resulting in eighty-one percent (81%) of students meeting and/or exceeding proficiency [1]

🔑 G096635

G3.B1 Absence of in-depth data analysis processes that is premised on the Three Big Ideas and utilizes the Four Critical Questions of Professional Learning Communities to increase student achievement. [2]

🔑 B259939

G3.B1.S1 Professional development provided by the IST, teacher-leaders, the ILC and District Curriculum Specialists will be scheduled in order to meet the differentiated needs of each grade level related to helping their students make gains in Math according to the FSA. [4]

🔑 S275340

Strategy Rationale

When teachers receive targeted, meaningful training on effective instructional strategies to help their students perform on the Math section of the FSA, measureable gains should result.

Action Step 1 [5]

Adult learning progressions for the Instructional Leadership Team members that is centered on the Three Big Ideas and the Four Critical Questions that are characteristic of effective professional learning communities as defined by the work of DuFour et al..

Person Responsible

Antonio Scott

Schedule

Biweekly, from 8/10/2017 to 8/10/2017

Evidence of Completion

Professional development sign in logs, Training agendas, classroom observations

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

Student data reviewed quarterly, data chats with teachers scheduled, classroom observation feedback provided

Person Responsible

Antonio Scott

Schedule

Quarterly, from 8/3/2017 to 5/26/2018

Evidence of Completion

Student data printouts (iReady, report cards), schedule of data chats, training agendas, classroom observations

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

Student DE data reviewed quarterly will reflect steady gains/growth in ELA

Person Responsible

Sherry McLellan

Schedule

Quarterly, from 8/3/2017 to 5/26/2018

Evidence of Completion

iReady data segregated by teacher and grade level, classroom work/ assessments, individual report card grades

G4. The percentage of students in the lowest quartile who achieve gains in English/Language Arts will increase by five percent (5%) on the FSA ELA assessment from the previous year, from 55 to 60 percent. 1

🔑 G096636

G4.B2 Teachers need appropriate research-based instructional materials or strategies to provide differentiated ELA instruction aligned to iReady diagnostics for all students, including our lowest quartile students. 2

🔑 B259941

G4.B2.S1 K-2 Teachers will analyze iReady diagnostics to plan for differentiated instruction using Being a Reader, FlReady curriculum materials as well as Edmentum- Reading Eggs, Renaissance Accelerated Reader (grades 1-5). Grades 3-5 teachers will utilize Being a Writer for instruction for all students with an emphasis on our lowest quartile students. 4

🔑 S275342

Strategy Rationale

When appropriate research-based strategies are used with fidelity to provide targeted instruction all students including the growth of lowest quartile students in ELA, measureable gains will result.

Action Step 1 5

Ongoing iReady training will be provided to teachers on all grade levels.

Person Responsible

Antonio Scott

Schedule

Monthly, from 8/10/2017 to 8/10/2017

Evidence of Completion

Invoices for materials received, PD training calendar

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

Lesson plans will be checked and class instruction monitored through EEE classroom observations. Data will be reviewed and conferences with teachers around results will be scheduled with ILC and administration.

Person Responsible

Antonio Scott

Schedule

Triannually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson Plans, Team Planning Agendas, iObservation feedback forms

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

Quarterly DE test data will be inspected and analyzed to determine progress in ELA for our lowest quartile students. Quarterly data chats will be held with teachers to review findings.

Person Responsible

Antonio Scott

Schedule

Quarterly, from 8/3/2017 to 5/26/2018

Evidence of Completion

DE test data, student grades, iObservation feedback forms, lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G4.B2.S1.A1 A369541	Ongoing iReady training will be provided to teachers on all grade levels.	Scott, Antonio	8/10/2017	Invoices for materials received, PD training calendar	8/10/2017 monthly
G3.B1.S1.A1 A369538	Adult learning progressions for the Instructional Leadership Team members that is centered on the...	Scott, Antonio	8/10/2017	Professional development sign in logs, Training agendas, classroom observations	8/10/2017 biweekly
G1.MA3 M398004	Professional Learning Communities during ILT and common planning Meetings	Scott, Antonio	8/10/2017	Agendas and Planning Action Items (minutes)	8/31/2017 one-time
G2.B1.S1.MA1 M398006	Training sign-in sheets will be examined, tri-annual iReady math data analysis, classroom...	McLellan, Sherry	8/3/2017	PD sign-in rosters, iReady data (math), EEE walkthrough forms	5/25/2018 biweekly
G1.B1.S1.MA1 M398000	Review data quarterly	Scott, Antonio	8/4/2017	iReady data, PLC sign-in sheets, minutes from team meetings	5/25/2018 quarterly
G1.B1.S1.MA1 M398001	Review sign-in sheets	McLellan, Sherry	8/4/2017	Sign-in sheets, minutes, agendas	5/25/2018 quarterly
G2.B1.S1.MA1 M398005	Teachers will apply what they've learned in PD related to targeting differentiated math...	Scott, Antonio	8/3/2017	EEE observation feedback forms, math DE data for lowest quartile students	5/25/2018 daily
G4.MA1 M398015	Review of DE ELA quarterly data, Reading Eggs, Read Naturally and STAR teacher reports, student...	Scott, Antonio	8/3/2017	DE ELA quarterly data, Reading Eggs and STAR reports, student grades and FSA	5/26/2018 biweekly
G4.B2.S1.MA1 M398013	Quarterly DE test data will be inspected and analyzed to determine progress in ELA for our lowest...	Scott, Antonio	8/3/2017	DE test data, student grades, iObservation feedback forms, lesson plans	5/26/2018 quarterly
G3.B1.S1.MA1 M398009	Student data reviewed quarterly, data chats with teachers scheduled, classroom observation feedback...	Scott, Antonio	8/3/2017	Student data printouts (iReady, report cards), schedule of data chats, training agendas, classroom observations	5/26/2018 quarterly
G3.B1.S1.MA1 M398008	Student DE data reviewed quarterly will reflect steady gains/growth in ELA	McLellan, Sherry	8/3/2017	iReady data segregated by teacher and grade level, classroom work/ assessments, individual report card grades	5/26/2018 quarterly
G1.MA1 M398002	IReady	McLellan, Sherry	8/10/2017	Data Reports, Agendas, Lesson Plans,	5/31/2018 triannually
G2.B1.S1.A2 A369537	iReady- And how to use the diagnostic tools to their fullest potential	McLellan, Sherry	8/10/2017		5/31/2018 monthly
G2.MA1 M398007	The progress of all students including those who make up the lowest quartile as indicated on the...	Scott, Antonio	8/10/2017	iReady data, student grades in eSchool Plus, instruction aligned to the iready diagnostics, report cards, Planning agendas and minutes	5/31/2018 quarterly
G3.MA1 M398010	iReady and planning aligned to diagnostics	Scott, Antonio	8/10/2017	iReady reports, Reading Eggs individual student growth reports, formative assessments, and report cards	5/31/2018 weekly
G4.B2.S1.MA1 M398014	Lesson plans will be checked and class instruction monitored through EEE classroom observations....	Scott, Antonio	8/10/2017	Lesson Plans, Team Planning Agendas, iObservation feedback forms	5/31/2018 triannually
G1.B1.S1.A1 A369535	Instructional support team will meet with instructional leadership team to develop adult leaning...	Scott, Antonio	8/10/2017	Schedule, minutes and agendas from meetings	5/31/2018 triannually
G1.MA2 M398003	Common Formative Assessments	Scott, Antonio	8/10/2017	Formative Assessments, Agendas, Meeting Notes, Lesson Plans, Observations	5/31/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1 🔍 A369536	Adult learning progressions for the Instructional Leadership Team members that is centered on the...	Scott, Antonio	8/10/2017	iReady math data, formative assessments, report card grades, iObservation classroom walkthrough reports	8/28/2018 monthly

V. Professional Development Opportunities

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

G2. The percentage of students in the lowest quartile who achieve gains in mathematics will increase by five percent (5%) on the FSA Mathematics assessment from the previous year, from 63 to 68 percent.

G2.B1 Absence of in-depth data analysis processes that is premised on the Three Big Ideas and utilizes the Four Critical Questions of Professional Learning Communities to increase student achievement.

G2.B1.S1 The Instructional support team will collaborate with instructional leadership team to develop adult leaning progressions for grade level teams to evaluate and refine their current planning and assessment practices in order to more fully employ the structures of professional communities as defined by the work of DuFour et al.

PD Opportunity 1

Adult learning progressions for the Instructional Leadership Team members that is centered on the Three Big Ideas and the Four Critical Questions that are characteristic of effective professional learning communities as defined by the work of DuFour et al..

Facilitator

Antonio C. Scott

Participants

ILT members and grade level teams

Schedule

Monthly, from 8/10/2017 to 8/28/2018

PD Opportunity 2

iReady- And how to use the diagnostic tools to their fullest potential

Facilitator

Sherry McClellan, Curriculum Associates, District Curricular Personnel

Participants

Grade level teams and ESE teachers

Schedule

Monthly, from 8/10/2017 to 5/31/2018

G3. Students across all population groups will demonstrate a five-percent increase on the FSA ELA assessment from the previous school year, resulting in eighty-one percent (81%) of students meeting and/or exceeding proficiency

G3.B1 Absence of in-depth data analysis processes that is premised on the Three Big Ideas and utilizes the Four Critical Questions of Professional Learning Communities to increase student achievement.

G3.B1.S1 Professional development provided by the IST, teacher-leaders, the ILC and District Curriculum Specialists will be scheduled in order to meet the differentiated needs of each grade level related to helping their students make gains in Math according to the FSA.

PD Opportunity 1

Adult learning progressions for the Instructional Leadership Team members that is centered on the Three Big Ideas and the Four Critical Questions that are characteristic of effective professional learning communities as defined by the work of DuFour et al..

Facilitator

Sherry McLellan

Participants

teachers, administrators

Schedule

Biweekly, from 8/10/2017 to 8/10/2017

VI. Technical Assistance Items

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

G4. The percentage of students in the lowest quartile who achieve gains in English/Language Arts will increase by five percent (5%) on the FSA ELA assessment from the previous year, from 55 to 60 percent.

G4.B2 Teachers need appropriate research-based instructional materials or strategies to provide differentiated ELA instruction aligned to iReady diagnostics for all students, including our lowest quartile students.

G4.B2.S1 K-2 Teachers will analyze iReady diagnostics to plan for differentiated instruction using Being a Reader, FlReady curriculum materials as well as Edmentum- Reading Eggs, Renaissance Accelerated Reader (grades 1-5). Grades 3-5 teachers will utilize Being a Writer for instruction for all students with an emphasis on our lowest quartile students.

TA Opportunity 1

Ongoing iReady training will be provided to teachers on all grade levels.

Facilitator

Sherry McClellan, Amanda Bergamasco and Curriculum Associates

Participants

teachers, administrators

Schedule

Monthly, from 8/10/2017 to 8/10/2017

VII. Budget

1	G1.B1.S1.A1	Instructional support team will meet with instructional leadership team to develop adult leaning progressions for grade level teams.	$0.00
2	G2.B1.S1.A1	Adult learning progressions for the Instructional Leadership Team members that is centered on the Three Big Ideas and the Four Critical Questions that are characteristic of effective professional learning communities as defined by the work of DuFour et al..	$0.00
3	G2.B1.S1.A2	iReady- And how to use the diagnostic tools to their fullest potential	$0.00
4	G3.B1.S1.A1	Adult learning progressions for the Instructional Leadership Team members that is centered on the Three Big Ideas and the Four Critical Questions that are characteristic of effective professional learning communities as defined by the work of DuFour et al..	$0.00
5	G4.B2.S1.A1	Ongoing iReady training will be provided to teachers on all grade levels.	$5,410.80

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0261 - W. Douglas Hartley Elementary	Other		$5,410.80

	Notes: Notes Designated funds from school recognition
Total:	**$5,410.80**