Duval County Public Schools

Hidden Oaks Elementary School

2016-17 Schoolwide Improvement Plan

Hidden Oaks Elementary School

6127 CEDAR HILLS BLVD, Jacksonville, FL 32210

www.duvalschools.org/hiddenoaks

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	F	D

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 Duval County School Board on 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- <u>Former F</u> - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- <u>Planning</u> - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- <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.

2016-17 DA Category and Statuses for Hidden Oaks Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Stonewall Jackson Elementary School's mission is to provide all children with a safe and supportive learning environment in which they will receive quality instruction and high quality learning experiences that would help them achieve academic success in all future endeavors.

b. Provide the school's vision statement.

The vision of Stonewall Jackson Elementary is to provide all students with qualitative standard-based instruction that will prepare them to experience success in a competitive world that is culturally diverse and technologically advanced.

2. School Environment

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

Our school recognizes the importance of providing our students with a sense of well-being and ownership. We encourage parental involvement, a safe and supportive environment that will create a healthy sense of self respect . We work to establish relationships by implementing a positive behavior management system and model character traits that exemplify honesty, courage, kindness and self efficacy. Rewards and consequences are a catalyst in the success of our behavior management system. Our school store is a successful and integral part of the SJE school community. It is a reward for students who follow our guidelines for success and exhibit respect for others and themselves each day.

Diversity is celebrated by integrating cultural awareness throughout the year in school-wide activities. Students, parents and all other stakeholders are encouraged to share cultural artifacts and family memorabilia. Our teachers are constantly integrating multicultural literature in their daily lessons, this provides the students and the teachers ample opportunity to celebrate diverse cultures present in the school.

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

The "Guidelines for Success" expectations are reviewed daily with the student body on the morning broadcast WSJE. Specific rituals and routines have been established for before, during and after school for all students. Students are allowed to enter the building quietly and report to the computer labs after breakfast. After each lab has reached capacity, the remaining students will read quietly in the main hall way.Duty schedules will be used so that students are monitored and kept on task (hallways, cafeteria, dismissal).

All teachers work to establish clear expectations by implementing the CHAMP Model as outlined by our district.
In order to provide a safe and civil environment we have a safety committee which has devised a plan to implement during emergency situations. The members of this team are comprised of an administrator and teacher from each facet of our school environment. Procedures for attending to these emergency situations are constantly being reviewed and practiced on a quarterly basis by

Faculty, staff and students. Also, discipline assemblies are organized bi-annually to remind and introduce students to school wide rules and the importance of keeping our school a safe place to learn and grow.

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.

In order to minimize distractions and to keep students actively engaged during instructional time, the CHAMPS Model is implemented school wide. All teachers receive ongoing professional development to review the CHAMPS Model as well as other classroom management strategies throughout the year. The Leadership Team assists with the monitoring and implementation of the behavior system. Discipline data is analyzed on a quarterly basis to inform our team of trends and the next steps for improving behavioral techniques.
District protocol is followed during the referral process and students are given the opportunity to take direct ownership of his/her actions and how to correct themselves in a positive demeanor. In addition, teachers are constantly planning differentiated standard-based instruction for all students.

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 guidance counselor (1) provides direct intervention services to identified student groups and collaborates with leadership in using data to make decisions about interventions and strategies that support the needs of the students; (2) provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; (3) links community agencies and district staffing personnel to school and families to support the child's academic, emotional, behavioral, and social success; (4) provides consultation services to general and special education teachers, parents, and administrators; (5) administers program support for ESOL and directs Section 504 plan management.
In addition, the district provided curriculum Second Steps, will be used to prevent violence among students. These lessons will be incorporated as needed to address our student's social and emotional needs.

3. 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).

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

Our students are classified using the Multi-Tiered system (MTSS). The school based Leadership Team utilizes the previous year's data, information on Tier 1, Tier 2 and Tier 3 targets to focus attention on deficient areas, and continues to utilize baseline and mid-year data, updated Tier 1, Tier 2 and Tier 3 information and targets to monitor the MTSS and SIP structures to address the effectiveness of core instruction, resource allocation, teacher support systems, and small group and individual student needs.
1. The team meets bi-weekly in Data Chat Sessions to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the Tier 1-Core Instruction that is effective and in place, and the teacher identifies those students who are not meeting the academic, behavioral, and attendance targets. The identified students are then referred to the school-based RtI Leadership Team for small group and individualized interventions. All students are placed on Tier 1 and receive instruction at this level. The teachers plan rigorous standard-based lessons and provide differentiation for students in the form of assigned activities, and other center-based learning activities.

2. In adherence to the District's policy for providing i-Ready program for all students, all students in the school (Grades K-5) are placed on the Tier 2 program for both mathematics and Reading/ Language arts. Students in grades 3-5 are equally being provided with a Tier 2 level support in Reading through the Achieve 3000, while 5th grade students receive further support in writing through a Tier 2 level support through "Write-to-Learn" the computerized program.

3. Finally students are moved to the Tier 3 level through on-going RTI process. In the meantime in the classroom, the teacher will customize curriculum for the student that includes, effective comprehension strategies through guided reading, small group support, one-on-one instructional support, weekly fluency checks (in Reading), constant monitoring, alongside modified instructions and directions.

4. The early warning indicators used in the system include: 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; and a Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics. Furthermore, students who are identified as performing below grade level in English Language Arts are tested using the DAR. The Reading interventionist is consequently called in to provide further support through the Barton Reading system and differentiated instruction in small group setting.

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	3	0	1	0	0	1	0	0	0	0	0	0	0	5
One or more suspensions	0	1	0	3	1	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	4	2	0	8	0	0	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	13	10	19	0	0	0	0	0	0	0	42

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	8	0	1	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.

Intervention strategies employed by our school are as follows: several classroom routines in the Primary grades such as high frequency word activities, and phonemic awareness by Heggerty are all targeted to provide whole group intervention that address students' needs. In the upper grades "Making words" lessons are presented as daily routine to equally address students' vocabulary needs. In addition to that we utilize several strategies for math and reading interventions. Among these are the District approved i-Ready lessons administered to all students. Reteach lessons from i-Ready data are provided by the subject teacher in a reteach strategy session after which the student is reassigned the same assignment both in reading and also in math.

Intervention strategies in Literacy are somewhat similar to those strategies used for math interventions. However, the programs employed for literacy intervention to a large extent are significantly different. For instance the DAR, Barton Reading system, Achieve 3000, and Write-to-Learn are some of the reading intervention programs. The data collected from the DAR (Diagnostic

Assessment of Reading) provides teachers with recommended trial teaching strategies (TTS) found on the DAR website at http://www.DAR-TTS.com. The teacher then sets up TTS sessions with the students to address deficient areas in Reading.

Frequent fluency checks and strategies help the teachers address deficiencies in reading fluency by tracking the students Oral accuracy. Data provided through i-Ready and Achieve 3000 are used to address student's area of reading deficiencies in any or all of the 5 components of reading; Phonemic awareness, Phonics, Vocabulary, Reading Fluency, and Comprehension. The teacher applies the knowledge of the data in making informed decisions on skills to reteach using i-Ready recommended lessons during small groups or one-on-one reteach sessions in Guided reading. Specific and targeted intervention for students who are performing far below grade level and are not ESE students is provided by the Reading interventionist. The reading interventionist will administer the initial Needs assessment to the students using the Barton Intervention program.

In math, we utilize the i-Ready program for Our students are classified using the Multi-Tiered system (MTSS). The school based Leadership Team utilizes the previous year's data, information on Tier 1, Tier 2 and Tier 3 targets to focus attention on deficient areas, and continues to utilize baseline and mid-year data, updated Tier 1, Tier 2 and Tier 3 information and targets to monitor the MTSS and SIP structures to address the effectiveness of core instruction, resource allocation, teacher support systems, and small group and individual student needs.

The team meets bi-weekly in Data Chat Sessions to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the Tier 1-Core Instruction that is effective and in place, and the teacher identifies those students who are not meeting the academic, behavioral, and attendance targets. The identified students are then referred to the school-based RtI Leadership Team for small group and individualized interventions.

All students are placed on Tier 1 and receive instruction at this level. The teachers plan rigorous standard-based lessons and provide differentiation for students in the form of assigned activities, and other center-based learning activities.

In adherence to the District's policy for providing i-Ready program for all students. All students in the school (Grades K-5) are placed on the Tier 2 program for both mathematics and Reading/Language arts. Students in grades 3-5 are equally being provided with a Tier 2 level support in Reading through the Achieve 3000.

Finally students are moved to the Tier 3 level through on-going RTI process. In the meantime in the classroom, the teacher will customize curriculum for the student that includes, effective comprehension strategies through guided reading, small group instruction, one-on-one instructional support, weekly fluency checks (in Reading), constant monitoring, alongside modified instructions and directions.

The early warning indicators used in the system include: 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; and a Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics. Furthermore, students who are identified as performing below grade level in English Language Arts are tested using the DAR. The Reading interventionist will consequently be called in to provide further support through the Barton Reading system and differentiated instruction in small group setting.

In Math, we employ the i-Ready data to inform small group instructions and intervention strategies. When recommended by the i-Ready program, the teacher will pull a small group and reteach skills using direct and implicit instruction on the deficient skill. Students are exposed to online resources

and hands-on activities as part of the remediation process. Teacher-led small group instruction is data driven for next steps.

B. Family and Community Engagement

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).

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.

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

a. Will the school use its PIP to satisfy this question?
Yes

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

2. Description

PTA
SAC
Parent Night for Math and Science
Literacy Night

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.

Our school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement through the following initiatives:
• Bright Holidays - For Needy Families.- Clothing, school supplies, Grocery Cards for the entire family.
• Argyle Church of Christ- Faith Based Partners- Back to School Supplies, Thanksgiving Baskets, Books for all classes, Teacher incentives, Back to School Breakfast, Teacher Appreciation,
Student Incentives through out the year.
• SAM's Wholesale Club - Fifth Grade Incentives for End of the Year.
• End Of Year Activities - Local vendors/parent donations.
• Reading Initiatives - Literacy Nights - Book Fair

C. 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).

1. School Leadership Team

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

Name	Title
Hudson, Kathy	Instructional Media
Bloom, Philip	School Counselor
Brathwaite, Lydia	Instructional Coach
Starling, Erica	Principal
Groomes, Resa	Other
Sellers, Shante	Other
Haile, Toyia	Assistant Principal

b. Duties

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

Ms. Erica Starling, Principal
• Provides a common vision for the use of data-based decision-making.
• Ensures that the school-based team is implementing RtI.
• Conducts assessment of RtI skills of school staff.
• Ensures implementation of intervention support and documentation requirements.
• Ensures adequate professional development to support RtI implementation.
• Communicates with parents regarding school-based RtI plans and activities.
• Develops, leads, and evaluates school core content standards/programs.
• Analyzes scientifically based curriculum/behavior assessment and intervention approaches.
• Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies.
• Assists with whole school screening programs that provide early intervening services for children to be considered "at risk".
• Assists in the design and implementation for progress monitoring, data collection, and data analysis utilizing the school and district Data Teams.
• Participates in the design and delivery of professional development.
• Supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
• Provides support for assessment and implementation monitoring.

Toyia Haile, Assistant Principal
• Assists in the design and delivery of professional development.
• Assists in the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
• Facilitating specific identified school improvement initiatives.
• Designing and providing professional development opportunities for faculty
• Facilitating PBIS program
• Monitoring student progress through data collection and disaggregation
• Providing instructional support to teachers , coaches and interventionists
• Staying informed of and implementing district initiatives and priorities as well as state mandates.
• Helping others solve problems and serving on a task force teams that work on organizational issues.
• Supporting interventionists or instructional coaches.
• Monitoring and observing classroom instruction
• Proving instructional feedback to teachers
• Attending grade group meetings, faculty meetings, SAC meetings and parent involvement meetings
• Co-facilitating faculty meetings
* Collaborates with stakeholders to ensure students' environments are conducive to learning

Mr. Philip Bloom, School Counselor
• Participates on Building Leadership Team.
• Acts as liaison for implementation of RtI at the school level.
• Receives ongoing RtI training and delivers information to school.
• Provides direct intervention services to an identified group of students for action research, tracks
student progress, and collaborates with leadership in using data to make decisions about
interventions and strategies that support RtI.
• Provides quality services and expertise on issues ranging from program design to assessment and
intervention with individual students.
• Link community agencies and district staffing personnel to school and families to support the child's
academic, emotional, behavioral, and social success.
• Provides consultation services to general and special education teachers, parents, and
administrators.
• Administers program support for ESOL and directs Section 504 plan management.

Ms. Lydia Brathwaite, Math Coach
*Provides support for teachers through PLC's.
*Support teachers with the coaching cycle.
*Provide support with teaching strategies and resources
*Inform and model best practices for teachers

Ms. Resa Groomes, Reading Coach
• Provides assistance to teachers in planning intensive instruction in reading to at-risk students in a
one-on-one or small group setting.
• Assists teachers in identifying at-risk students.
• Works closely with teachers to coordinate intervention program efforts aligned with regular
classroom instructional focuses to promote student success.
• Monitors and maintains data on student progress toward achievement goals.

Ms.Shante Sellers, Reading Interventionist/ Math Support
• Participates in student data collection.
• Assists in determination for further assessment.
• Integrates core instructional activities and materials into Tier 2 and/or Tier 3 instruction.
• Collaborates with the general education teachers through such activities as co-teaching, facilitation
and consultation.
. Participates in student data collection
. Completes core instructional activities for Tier 2 and Tier 3 students
. Collaborates with the general education teachers to provide skill based instruction for small group
and whole group mathematics resource time.
. Provides intensive instruction to Tier 3 students in mathematics content.

Mrs. Katherine Hudson, Technology Specialist
• Develops and assists with technology needed to manage and display data.
• Provides professional development and technical support to teachers and staff regarding data
management and display.

**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.

The school based MTSS Leadership Team meets with the School Advisory Council and utilizes previous year's data on Tier 1, Tier 2 and Tier 3 targets. Deficient areas in the data are used to develop the SIP plan. The school based MTSS Leadership Team and the School Advisory Council meets and utilizes baseline and mid-year data on Tier 1, Tier 2 and Tier 3 students to address the effectiveness of core instruction, resource allocation, teacher support systems, and small group instructional needs.

Title I, Part A Funds are used to provide additional academic support and learning opportunities to help low-achieving students in reading and math to master challenging curricular. Funds are used to provide professional development and school initiatives that will increase the effectiveness of teachers, principals, paraprofessionals, and parents. The school receives Title I funds for parental involvement to provide materials and trainnings to help parents work with their children to improve their academic achievement. Title II in collaboration with Title I provides funding to improve the quality of teaching and principal leadership through recruitment, teacher training, professional development, teacher incentive pay, stipends, and supplemental resources to increase student achievement. Title III works collaboratively with Title I to provide funding to help students learn English so that they are able to benefit from the same academic courses as English speakers. The funding helps ELL students meet academic standards by providing training to teachers and staff, and aid in supplemental resources to increase student achievement.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Marc Dickerson	Business/Community
Erica Starling	Principal
Jerica Dickerson	Parent
Resa Groomes	Parent
Kathryn Hudson	Education Support Employee
Tiffany Swint	Parent
Ember Sheets	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC's involvement with the evaluation of last year's school improvement plan was completed during Post-Planning on June 6, 2016. The School Based Leadership Team met to evaluate the effectiveness of the prior year's SIP. After reviewing the 2015-2016 district Performance Matters data, the team was able to disaggregate the information and compile strategic goals for the 2016-2017 school year.

b. Development of this school improvement plan

SAC is involved in the development and evaluation of the School Improvement Plan. The committee recommends how specific funds are allocated in order to improve student performance. The team

assists in the revision process of the SIP to ensure that goals are attainable and that the school is being accountable throughout the process. Amendments are made as needed.

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

The preparation of the school's annual budget and plan is currently underway.

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

The projected use of the SAC funds for 2016-2017 will be used to support the PBIS program.

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
Starling, Erica	Principal
Bloom, Philip	School Counselor
Hudson, Kathy	Assistant Principal
Groomes, Resa	Instructional Coach
Haile, Toyia	Assistant Principal
Brathwaite, Lydia	Other

b. Duties

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

The major initiatives of the Literacy Leadership Team as it pertains to Literacy this year are:
• monitor student performance and make recommendations for targeted instruction
• assist the principal in monitoring instruction
• collaborate to plan for effective MTSS activities
• collaborate to plan for effective professional development

D. 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).

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

1.) We encourage our teachers to share effective strategies. Professional development during early dismissal allow teachers to share strategies they are using in their classrooms. These activities are often facilitated by the instructional and district coaches. PLCs are held as needed once per week; Common planning has been provided to teachers.
To further encourage positive working relationships among teachers the following has been implemented at the school level:

1.) There are doughnut Fridays and reward systems for teachers.
2.) Teachers vote on choices of incentives through surveys generated by the Principal.
3.) Teachers sponsor snacks for during PDS thereby fostering a feeling of oneness and warmth.

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

1.) We employ a team approach for interviewing potential candidates. Teachers are pulled from grade levels and are required to create questions that relate to the academic content.
2.) Teachers are enlisted and encouraged to attend District-offered Professional development.
3.) Team building is encouraged through viable PLCS in math and Literacy.
4.) Implement the MINT program (Mentoring and Induction for novice teachers. Veteran teachers provide mentorship for new members of staff).
5). Coaching cycles with instructional coaches and district coaches provide support for teachers.
6). Soliciting referrals from current employees.

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

Mentor relationship assignments include:

Latashia Taylor (1st grade Math), Mentor: Mary Entwistle (1st grade ELA)
Mrs. Entwistle has over 20 years of experience in the field of Mathematics and Reading instruction and will be able to foster collaboration and mentor-ship with Mrs. Taylor on a continuous basis as an experienced teacher. Mentoring activities will include accessing district curriculum guides, formatting lesson plans with gradual release components, reviewing data to create group differentiation, developing center rotation activities.

Mikelle James (Art), Mentor: Nilsa Morales (3rd grade Math)
Mrs. Morales has over 15 years of experience in the field of Mathematics instruction and will be able to foster collaboration and mentor-ship with Mrs.James on a continuous basis as an experienced teacher. Mentoring activities will include accessing district curriculum guides, formatting lesson plans with gradual release components, reviewing data to create group differentiation, developing center rotation activities.

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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.

Our school ensures its core instructional programs and materials are aligned to Florida's standards using the following strategies:
• An instructional framework that is aligned with the curriculum guide
• An instructional design that is based on the gradual release model
• K-5 I-Ready data results are used to plan Teacher Led Centers and mediation with Interventionists
• ELA and Mathematics instructors use Duval Reads, Duval Math Modules, varying manipulatives and

Teacher Toolbox
• Grades 3-5 utilize Achieve 3000

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.

Teachers, Coaches, Interventionists and Administration will meet weekly to review data collected from classroom teachers, and district data. Students will be reorganized according to the LAFS and MAFS skills they need intervention in. Students will be grouped according to their deficits and may go to a group that contains students in another grade level except 5th grade; so that Write to Learn can be implemented appropriately. Teachers have been polled to determine which strengths they have to offer during the Extended Hour.
According to the poll, administrator and coaches observations, the teachers will be assigned target skills that they will be responsible for teaching. These assignments will be reviewed monthly along with student data.

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: Extended School Day

Minutes added to school year: 60

Teachers will use the gradual release model to teach the basic reading skills and strategies. Students will complete independent practice and teachers will use data to conduct small group instruction.

Strategy Rationale

To bridge the achievement gap between the students and to address whole school deficiency in reading. This instruction implements the guidelines provided by the district and planning the extended day reading curriculum.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Brathwaite, Lydia, brathwaitel@duvalschools.org

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

Based on teacher observation: anecdotal notes, weekly data from i-Ready, Achieve 3000, and Write to Learn (5th grade).

2. Student Transition and Readiness

a. 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).

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

In readiness for transition to Grade school, our kindergarten students are adequately prepared through exposure to the fundamentals of reading through various routines inherent in a balanced curriculum, such as Phonemic awareness instruction by M. Heggerty, Grade-specific Phonics instruction, High Frequency vocabulary words, Reading comprehension strategies.
To bridge the achievement gap that could deter students' preparation to transition, we employ intervention programs and strategies. Among these are;
1.) The FAIR/FKLRS/DAR assessments that helps the teachers build an academic profile for each student that would help inform individualized instruction in Reading, Mathematics, Science and Social Studies.
2.) The aforementioned assessments serve as baseline for instructional support that will help address gaps in the student's level of readiness.
3.) A balanced literacy program is ensured through the new Florida State standards. Likewise a balanced mathematics curriculum helps prepare the Kindergarten students-5th grade in acquiring the skills necessary for meeting the demands of the next grade level.
4.) Adequate instructional support from the i-Ready diagnostic assessments in Math and Reading help prepare our Kindergarten students academically for this great task of transitioning to Grade school. the i-Ready Diagnostic. Teachers analyze the data to target areas of instruction.
5.) Furthermore, incite-based field-trips at the end of the school year provided the necessary incentives for students in kindergarten-4th grade to want to transition to other grade level in the summer.
6.) School-wide rallies planned at the end of the school year equally helps build the necessary excitement that motivates Kindergarten-4th grade students to long to return to our school in the the next grade level!
7.) Vertical planning among grade level teachers provide great opportunities for teachers to analyze "prior knowledge" and the "readiness level" of the in-coming group of students and to plan instructional support for the new students accordingly!
8.) Finally Students receive small group math instruction during the daily math center rotation block.

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.

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

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

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

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"Â? 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. If we increase leadership opportunities through shared governance and build leadership capacity within the school community for all stakeholders, then we will enhance the school culture.

G2. If we increase the effectiveness of classroom management techniques through the use of our SWPBIS (School-wide Positive Behavior Intervention System), then we will decrease the number of students receiving office referrals for disciplinary infractions by the end of the 2016-17 school year.

G3. If we increase the effectiveness of explicit, standard-based instruction through increased teacher collaboration and increased student engagement, then we will increase proficiency in all content areas by the end of the 2016-17 school year.

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. If we increase leadership opportunities through shared governance and build leadership capacity within the school community for all stakeholders, then we will enhance the school culture. `1a`

🔍 G086501

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	

Targeted Barriers to Achieving the Goal `3`

- Schedule conflicts for district or state level professional development opportunities for teachers

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

- Provide staff with a schedule of professional development opportunities ahead of time, so that staff members have enough time to research areas of interest, submit interest to admin, request time off and schedule a substitute for their class.

- Provide staff members with information regarding educational degrees required for various positions and a list of colleges and universities that provide those degrees.

- Provide staff members with information regarding certification requirements for various positions, as well as the process for obtaining those certifications.

Plan to Monitor Progress Toward G1. `8`

In order to determine the progress towards the goal of building leadership capacity in the school, we will review ;In-house staff professional development facilitators, content delivery during professional development, Staff initiatives for activities, organizational/educational input , staff participant survey's from PD and overall staff assistance towards colleague growth and development.

Person Responsible
Erica Starling

Schedule
Quarterly, from 9/14/2016 to 6/2/2017

Evidence of Completion
Staff evaluations/walkthrough's, staff survey results

Plan to Monitor Progress Toward G1. `8`

In order to monitor progress towards professional development provided and attended via the district or school level development opportunities.

Person Responsible
Erica Starling

Schedule
Quarterly, from 9/14/2016 to 6/2/2017

Evidence of Completion
we will collect professional development points confirmation to show who has participated, what they learned and how they implement it in the school setting.

Plan to Monitor Progress Toward G1. `8`

In order to effectively monitor the progress towards this goal, we will review staff certification

Person Responsible
Erica Starling

Schedule
Semiannually, from 9/14/2016 to 6/2/2017

Evidence of Completion
Professional Certificates

G2. If we increase the effectiveness of classroom management techniques through the use of our SWPBIS (School-wide Positive Behavior Intervention System), then we will decrease the number of students receiving office referrals for disciplinary infractions by the end of the 2016-17 school year. `1a`

🔑 G086502

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	30.0

Targeted Barriers to Achieving the Goal `3`

- The lack of experience needed to create and sustain a safe, well-managed and structured classroom learning environment exhibited by some new and novice teachers, as well as, select targeted veteran teachers with classroom management deficiencies in Domain 2 of the CAST system.

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

- Provide PD and mentorship for the implementation of the CHAMPS Program

- Provide orientation on the implementation of Classroom Management Boards (i.e., Color Chart, Infraction Clip Board).

- Use of School-wide Positive Reinforcement System "Caught Being Good" Program, where tickets and Incentives are distributed throughout the school at every grade level. (School-wide Positive Behavior Intervention Support)

- Provide ongoing professional development (PD) on The Implementation of Classroom Routines and Procedures for new and novice teachers and targeted veteran teachers who are in need of tiered support and have received "Developing", "Needs Improvement" or "Unsatisfactory" in the areas of "Managing Classroom Behaviors" and/or " "Managing Student Behavior", (as outlined in CAST) in Domain 2 The Classroom Environment 2(a) Creating an environment of respect and rapport; 2(b) Establishing a culture for learning; 2(c) Managing classroom procedures; and, 2(d) managing student behavior.

- Provide orientation to faculty and staff on SWPBIS (School-wide Positive Behavior Intervention Support) Plan and the implementation of the Roadrunner Pride Lesson Plans.

Plan to Monitor Progress Toward G2. `8`

In order to monitor the progress towards meeting the goal, we will track the number of discipline referrals being reported to the office.

Person Responsible
Toyia Haile

Schedule
Quarterly, from 10/28/2016 to 5/26/2017

Evidence of Completion
Data will be collected from FOCUS and tracked quarterly as evidence of progress (or lack of progress)

G3. If we increase the effectiveness of explicit, standard-based instruction through increased teacher collaboration and increased student engagement, then we will increase proficiency in all content areas by the end of the 2016-17 school year. `1a`

🔑 G086503

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	76.0

Targeted Barriers to Achieving the Goal `3`

- A lack of proficiency in utilizing the data base to analyze student data. There is a need for frequent and consistent analysis of student data to determine student strengths and weaknesses.
- Lack of rigor and student accountability measures infused in daily centers.

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

-
- Common Planning Times (Vertical/Horizontal Articulation)
- American Reading Company for Guided Reading
- Instructional Rounds
- Early Release
- Professional Development (State, district and School-based)
- Academic Support from Instructional Interventionists and Academic Coaches
- Extended Reading Hour
-

Plan to Monitor Progress Toward G3. `8`

District mandated testing, i-Ready diagnostics, and Achieve 3,000 level sets are administered to determine areas of need and allow teachers to plan for deficits and enrichment. The assessments are used to monitor individual student progress during the course of the school year.

Person Responsible
Philip Bloom

Schedule
Quarterly, from 10/31/2016 to 6/2/2017

Evidence of Completion
Results of district mandated testing, i-Ready diagnostics, and Achieve 3,000 level sets test.

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. If we increase leadership opportunities through shared governance and build leadership capacity within the school community for all stakeholders, then we will enhance the school culture. 1

🔑 G086501

> **G1.B1** Schedule conflicts for district or state level professional development opportunities for teachers 2
>
> 🔑 B229860

>> **G1.B1.S1** We will continue to provide Professional Development on the school level during our bi-weekly PLC's. We will also provide professional development opportunities on a district and state level months in advance. 4
>>
>> 🔑 S242522

>> **Strategy Rationale**
>>
>> By providing a schedule of professional development opportunities for staff, this will allow staff to increase their knowledge of current content, add new content to their experience and encourage leadership advancement. In addition, by allowing time for staff to facilitate or participate in b-weekly professional development opportunities, it increases their confidence, as well as decreases anxiety, or the drive to be stagnant.

>> **Action Step 1** 5

>> Provide opportunities for teachers to train and collaborate during early release and common plannings

>>> **Person Responsible**
>>>
>>> Erica Starling
>>>
>>> **Schedule**
>>>
>>> Biweekly, from 8/22/2016 to 6/2/2017
>>>
>>> ***Evidence of Completion***
>>>
>>> Teacher take-aways from other teachers in training sessions

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

Administration to monitor early release training and common planning to ensure the agenda is followed

Person Responsible

Erica Starling

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Surveys and exit tickets of trainings led by other teachers or district support

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

Survey teachers and impact of each training

Person Responsible

Erica Starling

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Moving forward with different PD and needs assessment of next steps

G2. If we increase the effectiveness of classroom management techniques through the use of our SWPBIS (School-wide Positive Behavior Intervention System), then we will decrease the number of students receiving office referrals for disciplinary infractions by the end of the 2016-17 school year. 1

🔑 G086502

G2.B1 The lack of experience needed to create and sustain a safe, well-managed and structured classroom learning environment exhibited by some new and novice teachers, as well as, select targeted veteran teachers with classroom management deficiencies in Domain 2 of the CAST system. 2

🔑 B229863

G2.B1.S1 We will provide ongoing PD for Classroom Management for new and veteran teachers (Developing, Needs Improvement, or Unsatisfactory; based on a tiered support system). 4

🔑 S242523

Strategy Rationale

Behavior issues in the classroom are a hindrance to instruction; therefore, continuous PD and mentoring support will be provided to new/novice teachers, as well as, specific veterans teachers who lack effective classroom management.

Action Step 1 5

Provide Classroom Management PD

Person Responsible

Toyia Haile

Schedule

Monthly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Sign in sheets from PDs, Agenda

Action Step 2 5

Provide ongoing tiered support for select veteran teachers

Person Responsible

Toyia Haile

Schedule

Weekly, from 9/14/2016 to 6/2/2017

Evidence of Completion

CAST "Next steps" documenting improvements, observation feedback

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

To monitor the fidelity of implementation, PD logs, walk throughs, and classroom observations (formal and informal). To support the implementation, time will be allotted for PD opportunities and individual teacher support.

Person Responsible

Erica Starling

Schedule

Quarterly, from 9/5/2016 to 6/2/2017

Evidence of Completion

CAST Document, PD Calendar, Sign-in sheets, Agenda, Discipline data

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

In order to monitor the effectiveness of implementation, we will monitor and track the number of discipline incidents being referred to the office.

Person Responsible

Toyia Haile

Schedule

Quarterly, from 10/28/2016 to 6/2/2017

Evidence of Completion

Discipline data collected from FOCUS

G3. If we increase the effectiveness of explicit, standard-based instruction through increased teacher collaboration and increased student engagement, then we will increase proficiency in all content areas by the end of the 2016-17 school year. 1

🔑 G086503

G3.B1 A lack of proficiency in utilizing the data base to analyze student data. There is a need for frequent and consistent analysis of student data to determine student strengths and weaknesses. 2

🔑 B229864

G3.B1.S1 Frequent data chats between administration/teachers, teachers/students will provide an opportunity for teachers and students to problem solve with the Principal, A.P. and Academic Coaches. 4

🔑 S242525

Strategy Rationale

The analysis of data leads to effective instruction.Teachers will be able to effectively differentiate instruction based on individual student needs, thus providing intervention or enrichment activities.

Action Step 1 5

Data analysis from district mandated assessments, i-Ready reading/math, and Achieve 3,000 will be collected to track progress. The Leadership Team will monitor the progress of the lowest 25% students, which will include the lowest quintile (20%) in reading and math.

Person Responsible

Erica Starling

Schedule

Biweekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

District mandated assessments, informal and formal assessments, report cards and Data wall.

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

Teachers will plan during common planning time and use data to drive instruction.

Person Responsible

Toyia Haile

Schedule

Weekly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Data analysis sheets will be collected and reviewed by principal, assistant principal and academic coaches. The principal and assistant principal will complete informal and formal evaluations and focus walks in the classroom. The district specialist will plan with teachers during grade level meetings, and analyze student data to determine next steps.

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

Results of district mandated assessments, i-Ready reading/math, and Achieve 3,000 pre and post assessments.

Person Responsible

Toyia Haile

Schedule

Quarterly, from 10/31/2016 to 6/2/2017

Evidence of Completion

i-Ready reading/math District mandated assessments Achieve 3,000

G3.B2 Lack of rigor and student accountability measures infused in daily centers. 2

🔑 B229865

G3.B2.S1 Teachers will utilize curriculum guides for explicit guidance in preparing centers to ensure adequate implementation, student accountability and productivity. 4

🔑 S242526

Strategy Rationale

Following the details of the curriculum guides for the proper implementation of centers will assist in the planning and preparation of establishing quality centers in the classroom, which will increase the effectiveness of centers and allow for additional time and support for Tier II and Tier III students by the teachers.

Action Step 1 5

Provide ongoing professional development and support for the effective use of meaningful centers that support classroom instruction.

Person Responsible

Resa Groomes

Schedule

Biweekly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Instructional walk-throughs, artifacts from centers

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

Administrators and academic coaches will meet with grade levels to discuss the evidence collected from walk-throughs, informal observations and formal observations, in terms of the quality of classroom centers.

Person Responsible

Erica Starling

Schedule

Biweekly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Notes from walk-throughs, informal observations and formal observations.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

In order to monitor the effectiveness at reducing or eliminating this barrier, the instructional coaches will continue to train teachers and model the effective use of classroom centers. More intensive support, ongoing support will be given to teachers who continue to have challenges in this area of curriculum implementation. Looking at the number of teachers needing additional support over a period 9 weeks, we will be able to discern if this strategy has reduced or eliminated the barrier.

Person Responsible

Resa Groomes

Schedule

Quarterly, from 10/31/2016 to 6/2/2017

Evidence of Completion

We will examine the coaches to track the number of teachers needing support over the course of the year.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 🔍 M324271	In order to monitor the progress towards meeting the goal, we will track the number of discipline...	Haile, Toyia	10/28/2016	Data will be collected from FOCUS and tracked quarterly as evidence of progress (or lack of progress)	5/26/2017 quarterly
G1.MA1 🔍 M324266	In order to determine the progress towards the goal of building leadership capacity in the school,...	Starling, Erica	9/14/2016	Staff evaluations/walkthrough's, staff survey results	6/2/2017 quarterly
G1.MA2 🔍 M324267	In order to monitor progress towards professional development provided and attended via the...	Starling, Erica	9/14/2016	we will collect professional development points confirmation to show who has participated, what they learned and how they implement it in the school setting.	6/2/2017 quarterly
G1.MA3 🔍 M324268	In order to effectively monitor the progress towards this goal, we will review staff certification	Starling, Erica	9/14/2016	Professional Certificates	6/2/2017 semiannually
G3.MA1 🔍 M324276	District mandated testing, i-Ready diagnostics, and Achieve 3,000 level sets are administered to...	Bloom, Philip	10/31/2016	Results of district mandated testing, i-Ready diagnostics, and Achieve 3,000 level sets test.	6/2/2017 quarterly
G1.B1.S1.MA1 🔍 M324264	Survey teachers and impact of each training	Starling, Erica	8/22/2016	Moving forward with different PD and needs assessment of next steps	6/2/2017 monthly
G1.B1.S1.MA1 🔍 M324265	Administration to monitor early release training and common planning to ensure the agenda is...	Starling, Erica	8/22/2016	Surveys and exit tickets of trainings led by other teachers or district support	6/2/2017 biweekly
G1.B1.S1.A1 🔍 A313875	Provide opportunities for teachers to train and collaborate during early release and common...	Starling, Erica	8/22/2016	Teacher take-aways from other teachers in training sessions	6/2/2017 biweekly
G2.B1.S1.MA1 🔍 M324269	In order to monitor the effectiveness of implementation, we will monitor and track the number of...	Haile, Toyia	10/28/2016	Discipline data collected from FOCUS	6/2/2017 quarterly
G2.B1.S1.MA1 🔍 M324270	To monitor the fidelity of implementation, PD logs, walk throughs, and classroom observations...	Starling, Erica	9/5/2016	CAST Document, PD Calendar, Sign-in sheets, Agenda, Discipline data	6/2/2017 quarterly
G2.B1.S1.A1 🔍 A313876	Provide Classroom Management PD	Haile, Toyia	9/14/2016	Sign in sheets from PDs, Agenda	6/2/2017 monthly
G2.B1.S1.A2 🔍 A313877	Provide ongoing tiered support for select veteran teachers	Haile, Toyia	9/14/2016	CAST "Next steps" documenting improvements, observation feedback	6/2/2017 weekly
G3.B1.S1.MA1 🔍 M324272	Results of district mandated assessments, i-Ready reading/math, and Achieve 3,000 pre and post...	Haile, Toyia	10/31/2016	i-Ready reading/math District mandated assessments Achieve 3,000	6/2/2017 quarterly
G3.B1.S1.MA1 🔍 M324273	Teachers will plan during common planning time and use data to drive instruction.	Haile, Toyia	9/14/2016	Data analysis sheets will be collected and reviewed by principal, assistant principal and academic coaches. The principal and assistant principal will complete informal and formal evaluations and focus walks in the classroom. The district specialist will plan with teachers during grade level meetings, and analyze student data to determine next steps.	6/2/2017 weekly
G3.B1.S1.A1 🔍 A313878	Data analysis from district mandated assessments, i-Ready reading/math, and Achieve 3,000 will be...	Starling, Erica	9/5/2016	District mandated assessments, informal and formal assessments, report cards and Data wall.	6/2/2017 biweekly
G3.B2.S1.MA1 🔍 M324274	In order to monitor the effectiveness at reducing or eliminating this barrier, the instructional...	Groomes, Resa	10/31/2016	We will examine the coaches to track the number of teachers needing support over the course of the year.	6/2/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1 🔍 M324275	Administrators and academic coaches will meet with grade levels to discuss the evidence collected...	Starling, Erica	9/14/2016	Notes from walk-throughs, informal observations and formal observations.	6/2/2017 biweekly
G3.B2.S1.A1 🔍 A313879	Provide ongoing professional development and support for the effective use of meaningful centers...	Groomes, Resa	9/14/2016	Instructional walk-throughs, artifacts from centers	6/2/2017 biweekly

V. Professional Development Opportunities

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

G2. If we increase the effectiveness of classroom management techniques through the use of our SWPBIS (School-wide Positive Behavior Intervention System), then we will decrease the number of students receiving office referrals for disciplinary infractions by the end of the 2016-17 school year.

G2.B1 The lack of experience needed to create and sustain a safe, well-managed and structured classroom learning environment exhibited by some new and novice teachers, as well as, select targeted veteran teachers with classroom management deficiencies in Domain 2 of the CAST system.

G2.B1.S1 We will provide ongoing PD for Classroom Management for new and veteran teachers (Developing, Needs Improvement, or Unsatisfactory; based on a tiered support system).

PD Opportunity 1

Provide Classroom Management PD

Facilitator

Toyia Haile

Participants

New teachers and veteran teachers in need of ongoing support

Schedule

Monthly, from 9/14/2016 to 6/2/2017

G3. If we increase the effectiveness of explicit, standard-based instruction through increased teacher collaboration and increased student engagement, then we will increase proficiency in all content areas by the end of the 2016-17 school year.

G3.B1 A lack of proficiency in utilizing the data base to analyze student data. There is a need for frequent and consistent analysis of student data to determine student strengths and weaknesses.

G3.B1.S1 Frequent data chats between administration/teachers, teachers/students will provide an opportunity for teachers and students to problem solve with the Principal, A.P. and Academic Coaches.

PD Opportunity 1

Data analysis from district mandated assessments, i-Ready reading/math, and Achieve 3,000 will be collected to track progress. The Leadership Team will monitor the progress of the lowest 25% students, which will include the lowest quintile (20%) in reading and math.

Facilitator

Erica Starling (Principal), Toyia Haile (Assistant Principal), Philip Bloom (Guidance Counselor), District Specialists, Academic Coaches,Teachers (Grades K-5)

Participants

All administrators, academic coaches, instructional staff and K-5 students.

Schedule

Biweekly, from 9/5/2016 to 6/2/2017

G3.B2 Lack of rigor and student accountability measures infused in daily centers.

G3.B2.S1 Teachers will utilize curriculum guides for explicit guidance in preparing centers to ensure adequate implementation, student accountability and productivity.

PD Opportunity 1

Provide ongoing professional development and support for the effective use of meaningful centers that support classroom instruction.

Facilitator

Academic Coaches

Participants

Teachers in Grades Kg.-5

Schedule

Biweekly, from 9/14/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide opportunities for teachers to train and collaborate during early release and common plannings	$0.00
2	G2.B1.S1.A1	Provide Classroom Management PD	$0.00
3	G2.B1.S1.A2	Provide ongoing tiered support for select veteran teachers	$0.00
4	G3.B1.S1.A1	Data analysis from district mandated assessments, i-Ready reading/math, and Achieve 3,000 will be collected to track progress. The Leadership Team will monitor the progress of the lowest 25% students, which will include the lowest quintile (20%) in reading and math.	$0.00
5	G3.B2.S1.A1	Provide ongoing professional development and support for the effective use of meaningful centers that support classroom instruction.	$0.00
		Total:	$0.00