Southside Estates Elementary School

2016-17 Schoolwide Improvement Plan

Southside Estates Elementary School

9775 IVEY RD, Jacksonville, FL 32246

http://www.duvalschools.org/ssee

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 PK-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	62%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	A	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.

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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 section 1008.33, Florida Statutes, 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 Rule 6A-1.099811, Florida Administrative Code:

- 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:

- Former F - 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.
- Planning - 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.
- Implementing - 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 Southside Estates Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

MISSION:
At Southside Estates Elementary we empower students and teachers to create a positive community where all stakeholders are involved in and held accountable for the quality education of every student as it impacts their lives academically and socially.

b. Provide the school's vision statement.

VISION:
The vision of Southside Estates Elementary School is to equip students with the necessary skills to become high achieving life long learners, productive community members and responsible citizens.

2. School Environment

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

The faculty and staff are fortunate to have twelve (12) ethnicities represented among our student population. The teachers and students build relationships through sharing information about their values, customs and traditions. Parent information is sent home in English and Spanish. We will implement a Multicultural Day, which will include, each grade level representing a continent, and the various classrooms will select a country to feature during that day. We will host ESOL Parent Information monthly meetings, to discuss resources available to support language barriers that may exist and to enhance communication with home and school. We also are able to glean key student information by including the TNTP Data and Gallup results from the previous school year. The results are analyzed by the Core Leadership Team and shared with all stakeholders. Teachers build relationships with students through school clubs and extracurricular activities such as; STEAM, Art and Music enrichment clubs, Girls On The Run, Student Council and Girl Scout troops.

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

Southside Estates creates an environment that is safe by adhering to the safety guidelines in our Duval County Public School Safety Manual. Our learning environment is maintained and instructional time is maximized by all teachers implementing positive behavior plans in all classrooms. With established rules, rituals and routines and best practices, these systems are in place to promote order and safety on a daily basis. We have a full time security guard who canvases our campus checking to make sure our campus is secured throughout the school day. All classes maintain our school-wide discipline plan, rituals and routines are modeled and practiced by all stakeholders. Additionally, students are taught procedures for Code Red, fire drills, and reporting bullying incidents to increase student's awareness for safety. School Counselor provides lessons utilizing Learning for Life, teaching students about character traits and respecting others.

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.

CHAMPs is our school-wide behavior system that is consistently used daily. Each classroom teacher is trained to use this behavioral system effectively to ensure all students understand and follow our school expectations. Each grade level has a system in place for rewards and consequences for students who meet the expectations in the classroom, or during resource activities. Discipline assemblies are conducted to ensure all students know what is expected of them in August and January.

We hold monthly recognition activities for our "Seusstastic Students" - one per class, teachers and staff for building a positive classroom culture and climate, exhibiting energy, enthusiasm and passion for their role as aspiring leaders. Names and pictures are showcased on a bulletin board in our foyer for all to see. A breakfast for students is given in their honor each month. Faculty and staff are celebrated during monthly faculty meetings. The recipients receive acknowledgement in our monthly newsletter, a trophy, a gift card sponsored by The Loop, and a certificate of excellence.

The Administration has set up a school store in which students are able to shop for prizes with "Eagle Bucks"

they can earn from any faculty or staff member in the building. These shopping opportunities are conducted for

each classroom twice a month and a schedule has been created for all to follow.

The Duval County Student Code of Conduct and Positive Behavior Intervention System (PBIS) Plan are used in order to balance disciplinary actions, positive reinforcement and interventions. The expectations for implementation were explained during Pre-planning training for all teachers. Student misconduct is first handled by the teacher and the grade level team, with the support of the Resource Teacher Team. Referrals to the School Counselor are utilized in an effort to focus more on the positive behavior support systems, like peer mediation and consequences such as In-school suspensions (ISSP) and Out of School Suspensions (OSSP) are utilized following the guidelines according to the Duval County Student Code of Conduct.

Foundations training is conducted with faculty, staff and team members, which consists of a grade level representative, will discuss the discipline report based on the common areas, the discipline and positive referral report is posted, and a copy will be given to teachers during our monthly faculty meetings.

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.

Students and families are referred to Sandalwood Full Service School for additional resources to assist with their immediate needs. School Counselor provides lessons using character traits of the month within the classrooms and activities are introduced on our morning news show.

Grade level lessons are taught by counselor to increase social skills and development. One-on-one counseling is administered to Kindergarten students who have never been in school before, as well as small group instruction for grades PK-5.

FT School Counselor
Girls on the Run
Learning for Life
Second Step
Moving On to Your Future for 5th grade
Full Service Parents Programs
MTSS
RtI
CEP School
Safety First

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.

Teachers have various data platforms available to access data points on state and district assessments for their students. The programs available are Performance Matters, FOCUS, Achieve3000, and i-Ready Reading and Math. Teachers monitor their own student data, participate in data chats with coaches and administration during common planning and hold data chats with students after data has been collected.

We have both Reading and Math Instructional Coaches, and a Reading Interventionist who will provide support and professional development to teachers, along with interventions for struggling students in both reading and math.

SEE's Extended Day Program offers homework assistance and technology access for students in the PM program by allowing them to utilize our computer lab to build fluency using i-Ready reading and math.
Each grading period, classroom teachers will be given a TDE to meet with parents for data chats and to express concerns and/or clarify any issues. This allows the teacher and parent to collaborate useful strategies to be used at home and to keep parents informed of their child's academic success.

Our school counselor targets students that have 20 or more absences from the previous year and 5 or more absences in a 30 day calendar period. This includes: daily check-ins, weekly incentives, monthly
incentives, and quarterly incentives for consistent attendance. We also have an attendance intervention team that meets once a month or when needed and maintains ongoing communication with parents, to establish a plan of action to improve getting to school on time and improve attendance.

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	18	25	20	14	12	0	0	0	0	0	0	0	0	89
One or more suspensions	2	0	3	1	3	0	0	0	0	0	0	0	0	9
Course failure in ELA or Math	2	3	2	2	0	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	5	6	22	0	0	0	0	0	0	0	33

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	8	21	30	32	22	31	0	0	0	0	0	0	0	144

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

Tardiness and attendance were two of the main indicators we dealt with last year, which served as a barrier in improving academic performance of students. Slight improvement was noted after monthly attendance meetings were held and contracts were signed by parents. After being identified through RtI, students were placed into small groups, incentives were given during the day by our office staff

and assistant principal. Instructional Coaches, District Coaches, Administration and the Reading Interventionist pushed into classrooms during the day to work with our bottom 33rd%tile and bubble students to improve student performance.

Strategic use of the Reading Interventionist for struggling students in grades 4 and 5 using the most current data and teacher referral will provide additional scaffolding that is individualized. The Reading Interventionist will meet regularly with the identified students in small groups using both the push-in and pull-out models. The Reading Interventionist will utilize the Barton Reading and Spelling System per the district as well as Duval Reading materials in collaboration with classroom teachers.

The Reading and Math Instructional Coaches will provide data-driven support to teachers in the form of Common Planning, and Early Dismissal trainings connected to student performance data results. The Reading Coach will pull out small student groups in grade 3 to assist with academic success of students identified as Tier 2.

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

As in years previous, increasing parental involvement is a main concern. In an effort to keep parents informed with the activities at Southside Estates, flyers are placed in student planners, per-recorded phone messages are sent in mass, posters are illustrated throughout campus, notifications are displayed on the schools marquee, and parents can be informed of their students progress through Edportal.
To increase parental involvement through various activities to include day and evening events conducted by K-5 teachers and our coaches. Activities conducted by the Parent Liaison are for all grade levels at various times. The number of participants in evening activities have diminished over the past few years, so we will implement incentives, to increase our percentage of parent participation at all events. Parents must attend events in order to participate in an end of the year drawing.

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.

In the past, building and sustaining partnerships with local businesses have been difficult. In an effort to receive support and resources from our community, business letters and word-of-mouth advertising by parents, faculty, and staff have been employed. This year, we have forged partnerships with Faith Based Partners, Regency Church and Life at the River International Ministries, Church of God and First Baptist of Jacksonville to support the needs of the whole child. In recognizing our business partners, we invite them to our school to acknowledge their contributions to our school's success and student achievement.

We have a parent resource center is located in our main office where parents may come and check out games, books as well as how-to instructions for various reading and math activities to assist them at

home. A computer is available from 8:00 to 3:30 for parents who are without technology in the home. Parents are given the opportunity to participate in our parent night activities and make and take nights, receiving information regarding their child's curriculum to support them with class assignments. Community partners are invited to share in our monthly PTA and SAC meetings.

Parents have access to the Parent Portal. Information to our ELL parents is translated into Spanish to ensure that the primary ethnic groups at the school are able to understand all information disseminated.

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
Washington, Anastasia	Principal
Dowdell-Brown, Teresa	Assistant Principal
McFerin, Allison	Other
Tarabishi, Alethea	Instructional Coach
Johnson, Lorrie	Instructional Coach
Diggs, Niegen	School Counselor

b. Duties

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

The school leadership team guides the faculty in reviewing data, with input from instructional teams. School goals and intervention plans are modified to reflect assessment data and meeting student needs.

Anastasia M. Washington - Principal: Oversees all aspects of MTSS, delegates responsibilities and ensures that all staff are implementing MTSS. Communicates with School Advisory Council (SAC) regarding the MTSS process. In conjunction with regular collaboration and debriefs with Instructional Coaches and Interventionist, shares pertinent information with faculty and staff, directs and approves all professional development to ensure that it is aligned with the district mandates, state requirements, federal policies and procedures, and the needs of teachers to meet the needs of children. All final decisions on hiring and ways of work are part of her responsibility. Maintaining a culture and climate that is safe for employees and children, participating in the Shared Decision process as a voting member of the shared Decision Committee, and monitoring instruction with fidelity are her main areas of focus.

Teresa Dowdell-Brown - Principal designee, updates and provides data to faculty, primary responsibility is to support the work of the Principal and to follow through on duties assigned to her as she learns the many facets of leadership. Responsible for professional development, technology, testing, public relations, campus security, cafeteria, and events. Monitors safety nets and MTSS programs. Oversees text books, SIP, Title I, PTA, Math and Science. Participates in SAC and PTA.

Niegen Diggs - School Counselor: New to the position as a first year Counselor. Responsible for setting schedules and facilitates all MRT meetings, implements behavior and social elements of

student performance. Ensures that all team members and parents are invited to meetings. Leads the meeting discussions and provides input with regards to appropriate interventions. Records notes for all meetings and maintains MT log which includes all students in tiers 2 and 3. Completes observations of students in tier 2 and tier 3. Trains staff and parents on MT, documentation, and progress monitoring. Assists in developing ESOL intervention plans K-5. Lorrie Johnson - Reading Coach - Plans interventions in reading and assists in developing intervention plans. Provides professional development to teachers regarding Florida Standards Common Core and tiered instruction. Supports teachers in developing and implementing their IPDPs. Utilizes differentiated instruction at students' learning ability in Grade 3 with small groups or one-on-one.

Alethea Tarabishi - Math Coach - Plans interventions in math and assists in developing intervention plans. Provides professional development to teachers regarding Florida Standards Common Core and tiered instruction. Supports teachers in developing and implementing their IPDPs. Utilizes differentiated instruction at students learning ability in Grade 2-5 with small groups or one-on-one.

Allison McFerin - Reading Interventionist,participates in MT meetings as needed. Collaborates with Reading Coach and ELA teachers in developing and implementing intervention plans for Grades 4 and 5. Utilizes differentiated instruction at students' learning ability in small groups or one-on-one.

School Based Leadership Team - Stephanie Klein and Teresa Braddy - General Ed. Primary Teacher Representatives, Shaundrika Hope and Jaimie O'Brien - General Ed. Intermediate Teacher Representatives
Richard Howard - ESE Teacher Representative - The school based leadership team will meet to discuss the progress of students. As needed, the team will develop new strategies and interventions to meet the needs of our students. This in turn will be incorporated into the SIP. Data driven instruction will be a consistent way of work that will drive Data Chats with teachers, leading to teacher-student data chats.

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.

Review progress monitoring data at specific grade levels to identify students who are meeting and or exceeding benchmarks at moderate or high risk for not meeting benchmarks.
The leadership team will bring behavior intervention plans and other documents dealing with classroom behaviors. We will gather documents and analyze, interpret and implement interventions, materials and research-based strategies for identified students. Teachers analyze data from class and district during collaborative planning meetings. Struggling students are identified and interventions are designed and put into practice.

Continuously struggling students are referred to the MRT Team to collaborate on research based next steps. New technology will be disseminated to schools through Phase II of QZAB as it will be used to increase instructional strategies enhancing math and literacy skills for struggling students. The district purchased software to integrate with instruction, i-Ready and Achieve 3000 for classroom usage. Professional development training was provided for teachers and administrators during the summer as well as throughout the year for these programs. Progress monitoring meetings will be held every 4 weeks to evaluate data, continue interventions, suggest new interventions, and/or refer to MRT for additional testing.

Every student attending Southside Estates Elementary has the option of eating breakfast and lunch at no cost to the parent. Our students in 2nd - 5th eat in the cafeteria in order for instruction to begin at

8:30 a.m. PK-1st eat breakfast in the classroom from 8:30 - 8:45. We allow our bus students to eat upon arrival on campus if they arrive late to school. Our cafeteria remains open until 8:50 each day to ensure all students who desire a meal will be afforded the opportunity to eat.

SAI funds will be used to retain the services of part time tutors to assist level one and two students in grades 4-5. The part time tutor will work with children in small groups. This part time teacher/tutor will also work with students who have been identified as Tier I and Tier II students through the RtI process. It is our aim this year to help our teacher/tutors identify and focus on individuals in 3rd and 4th grades. After school tutoring will focus on students who are not meeting grade level standards or objectives in grades 3 – 5. These children will be selected based on i-Ready, Achieve 3000 and DAR data collected by classroom teachers. Data is used to determine the specific needs of students. Based on the data, students can be served in small groups or individually.

CHAMPS is implemented in every classroom throughout Southside Estates. Teachers attend Safety and Discipline Team monthly meetings, in which they discuss and evaluate how to effectively implement all facets of this program with fidelity. They decide on resolutions for targeted common areas around the school i.e. cafeteria, gang bathrooms and playground areas where bullying has been a major concern.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Anastasia M. Washington	Principal
Johnetta Jordan	Education Support Employee
	Student
Ashley Sluder	Parent
Barry WIchman	Parent
Stephanie Canete	Business/Community
Marticia Upson	Parent
Joanne Ortiz	Education Support Employee
Tiffany Powell	Parent
Emily Cheek	Teacher
Shaundricka Hope	Teacher
Ardel Jones	Business/Community
	Student

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

SAC members reviewed all goals, barriers and data for the school.Monthly meetings were held and funds were provided to supplement supplies needed in the classroom. SAC members serve as a communicator between school, parents, students and the community on budget, programs and safety of the school.

b. Development of this school improvement plan

The School Advisory Council is an active organization which plays an intricate role in the success of Southside Estates Elementary School. The members of this organization provide parents, community members, faculty , staff and students an opportunity to participate in the development of the educational priorities, needs and local resources. The committee met to review and discuss the school improvement plan and to provide input in the evaluation of Southside Estate's school improvement plan.

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

Funding has not been allocated for the 2016 -17 school year. A needs assessment will be presented to the SAC committee and the committee will vote on how funds will be disseminated according to priority needs.

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

The School Improvement funds will be used to help with hiring tutors for our bottom quartile students, incentives, and parent involvement activities. We will determine and vote upon said use of funds after the district informs us of the amount we will receive this school year. School Advisory Council will be asked to assist in maintaining and funding our "Eagle Store" to reward students for excellent behavior or significant improvement in interacting with peers, time on task, and respecting adults. Students will have to earn points to shop in the store.

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
Washington, Anastasia	Principal
McFerin, Allison	Other
Dowdell-Brown, Teresa	Assistant Principal
Braddy, Teresa	Teacher, K-12
Bibb, Kendra	Teacher, K-12
Pensabene, Jill	Instructional Coach
Howard, Richard	Teacher, ESE
Johnson, Lorrie	Instructional Coach

b. Duties

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

For the 2016-2017 school year, increasing proficiency and student learning gains will be the primary focus for student and school improvement. Our major initiatives will be to maintain and/or increase levels of proficiency in reading, math, and science in all content areas. All teachers will be trained and

monitored on effective Tier 1 and 2 Core Instructional Practices that match the rigor of Language Arts Florida Standards (LAFS) and 2.0 content expectations. To support the process, all teachers will attend and actively participate in weekly grade level PLCs, collaborative planning time with the reading coach and administration as needed, and early dismissal trainings. This year our focus will be for Tier 2 instruction to be consistent, rigorous, and explicit across content areas so that students are responding to instruction aligned to the content standards of the school and district reading / language arts values using text complexity, text dependent questions and close reading strategies.

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.

The faculty and staff of Southside Estates participates in protocols to encourage positive working relationships. Teachers work together during collaborative planning during their resource times each week with the reading coach and interventionist, math coach and administration to analyze student work and district assessments to increase student achievement. Professional Development Facilitator (PDF) support for MINT Teachers, new to teaching or to the District and collaboration with other schools.

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

Southside Estates works closely with the local colleges and universities to recruit interns and teachers as we follow the district recruiting guidelines. Southside Estates provides support and retention to our staff by providing team interviews, attend district teacher fairs, administrative teams collaborate and discuss strengths of each team, to find the right candidate to meet the needs within our building.

On-site Professional Development – Reading and Math Coaches along with classroom teacher leaders are assigned subject content areas to facilitate trainings and provide leadership and training to staff. Professional Learning Communities – Committees are formed at the beginning of the year specific to every content area. PLC's meet regularly to determine areas of focus based on assessment data (district, state and curriculum based)

CET trained teachers will attend monthly meetings and use effective strategies learned with mentees. Professional Development Facilitator (PDF) and district assigned Cadre will provide monthly meetings and on-going support to service MINT participants and mentors.
Mentors will meet regularly with teachers who have less than three years experience and new to the district.

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

Novice teachers are welcomed during a new teacher orientation, prior to the opening of school, they are assigned mentors, tour the school, visit their classrooms and meet with the leadership team.

Experienced teachers are paired based upon their content area to meet biweekly with mentees for guidance and to discuss evidence based strategies for each domain and their progress towards meeting the goals set by the Individual Professional Development Plan (IPDP).

The CET mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning.

PDF/novice teacher meetings are held monthly. In addition to providing guidance on school routines, the

mentor teacher provides support in curriculum, classroom management and other areas as determined by the MINT program. District workshops are provided monthly to support the novice teacher and their success as an educator.

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.

Curriculum Guides provided by the district help ensure alignment with the Florida Standards. Item specs are used when planning lessons, as each assessment should align to the expectation of the standards. Weekly teachers participate in common planning with the instructional coaches and at times administration to unpack standards and plan for instruction.

Frequent walk-throughs and observations by administration with documented input and next steps. Administration regularly recommends coaches to assist teachers to implement the next steps. Materials are provided with the district curriculum and/or purchased by our school. To ensure these materials are aligned with Florida's standards, we refer to the Teacher Toolbox, LAFS and MAFS and its associated curriculum, as well as consulting with district specialists and executive directors. Math story problems and extended student responses are utilized in order to integrate the reading and writing components into the math instruction. Science content is extended through the use of aligned Achieve3000 articles that help support the current topics being taught in the science classroom.

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.

The Leadership Team meets to discuss and assess the implementation of the RtI process and to discuss strategies for specific students. Individual student data, classroom data and school-wide data are collected and reviewed to target and identify remediation and next steps. Teachers are utilizing district approved forms such as the EQUIP protocol, lesson/center plan templates, etc. in order to track student progress, analyze the rigor of student work, and ensure that lessons are focused on the Four Pillars of Instruction, Rigor, Engagement, Student Understanding and Ownership.Center rotations are differentiated in the classroom to provide additional support to students not meeting proficiency levels on district and state assessments. As data is collected, assessment results are used to group low performing students and enrich proficient and high performing students.

Administrators, coaches, interventionists, and teachers regularly consult data and anecdotal notes to determine the latest academic needs. Using Performance Matters, we see data from multiple sources i.e. i-Ready, Achieve 3000. District assessments, and state standardized tests. Teachers also use informal assessment data such as anecdotal notes. All data sources are used to guide instruction to meet the needs of students. With this information, teachers work with coaches, interventionists and ESE specialists to create small groups, specific needs centers, push-in classroom support, pull-out groups, differentiated instruction, and extra computer time before school starts. Progress Monitoring Plans (PMPs) are created for students that are performing below grade level expectations.

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: After School Program

Minutes added to school year: 0

Select students will attend after school tutoring in core content and enrichment areas.

Strategy Rationale

To provide interventions for Tier 2 and Tier 3 students who are performing below grade level in reading and math. The computer programs used allow regular data and monitor change and growth over periods of time.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Washington, Anastasia, washingtoa1@duvalschools.org

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

Data collected will be i-Ready data, Curriculum Assessments and the FSA.

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. Â§ 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.

Local preschools will have the opportunity to tour Southside Estates Elementary in the spring of 2017. This tour would include participating in a classroom activity and becoming familiar with Kindergarten rituals and routines. This will help orient students and parents to our school and will assist with recruitment of potential students. Additionally, as parents register their students, they are given an information packet with activities to complete. Kindergarten Orientation is held for parents and children during pre-planning. At this time, parents have the opportunity to ask questions to best prepare their student for Kindergarten. FLKRS and DAR assessments will be utilized for determining readiness. Based upon the data collection, teachers will analyze the results and plan for differentiated small group instruction. Students currently enrolled in our VPK classes will transition into our Kindergarten classes in the upcoming year. Provide support through school counselor for students having difficulty adjusting to new environment. Ensure that families know what a school day looks like: daily schedule, lessons, meals, resources. Communicate expectations for behavior and home learning to parents in order to foster a working relationship between school and home.

Our fifth grade students have the opportunity during the month of May to visit their district assigned middle school. The students are given a tour and they have a question and answer session with school personnel, including resource teachers to help acclimate them 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.

N/A

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

N/A

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

N/A

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.

N/A

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.

N/A

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.

N/A

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

$\boxed{1}$ = Problem Solving Step $\boxed{\text{🔑 S123456}}$ = Quick Key

Strategic Goals Summary

G1. If all teachers utilize data effectively to plan for and implement rigorous, tiered, and differentiated learning opportunities for all students using i-Ready, Achieve3000, DAR and other classroom assessment data, then all students' proficiency levels will increase in all core academic areas.

G2. If teachers establish a positive, engaging learning environment for all students and stakeholders, then all learners will be engaged in high quality learning experiences resulting in student achievement.

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.

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G1. If all teachers utilize data effectively to plan for and implement rigorous, tiered, and differentiated learning opportunities for all students using i-Ready, Achieve3000, DAR and other classroom assessment data, then all students' proficiency levels will increase in all core academic areas. `1a`

🔑 G086517

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0
FSA ELA Achievement	51.0
FSA Mathematics Achievement	65.0

Targeted Barriers to Achieving the Goal `3`

- All teachers lack of confidence in analyzing and utilizing data to make instructional decisions related to student learning.

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

- Analysis of i-Ready, Achieve 3000 and DAR Assessments

- Differentiated Center Rotations to help monitor student work and next steps.

- Reading and Math Coaches, and Reading Interventionist will support teacher needs through classroom walk-through feedback and professional development

- Technology-based resources such as i-Ready, Blended Learning and Achieve 3000.

- Florida Language Arts and Florida Math Standards and Item Specs

- District Science PLC's for 5th grade Science teachers

- Math and Reading manipulatives that are part of the Core Series

- Monthly Parent Night activities to engage and enhance parents understanding of instructional expectations for core academics

- District Instructional Implementation Team Monthly Meetings

Plan to Monitor Progress Toward G1. `8`

I-Ready and Achieve3000 Reports and student performance on i-Ready and Achieve3000, performance task assessments, district mid-year assessments.

Person Responsible

Lorrie Johnson

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Weekly Class Data on students' success of passing lessons at 70% or higher, Teacher Lesson plans and data from progress monitoring(every 6 weeks)

Plan to Monitor Progress Toward G1. `8`

iReady Performance and Lesson Implementation

> **Person Responsible**
> Alethea Tarabishi
>
> **Schedule**
> Biweekly, from 9/1/2016 to 6/2/2017
>
> *Evidence of Completion*
> Lesson Plans, Classroom Walk-through form, data from i-Ready and an increase in student performance on Progress Monitoring and Diagnostic Assessments.

Plan to Monitor Progress Toward G1. `8`

Monitor consistent usage on I-Ready and Achieve3000 Assessments

> **Person Responsible**
> Lorrie Johnson
>
> **Schedule**
> Every 6 Weeks, from 9/1/2016 to 6/2/2017
>
> *Evidence of Completion*
> Lesson Plans, Anecdotal Notes and student data from i-Ready Acheive 3000

G2. If teachers establish a positive, engaging learning environment for all students and stakeholders, then all learners will be engaged in high quality learning experiences resulting in student achievement. `1a`

🔍 G086518

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	70.0
Math Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal `3`

- Students' poor attendance affects student success.

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

- Administration Instructional Coaches in reading and math District Specialist in reading and math I-Ready Diagnostic Performance Matters Common planning time in grade level alternating weeks with coach Title 1, ELL support Monthly ESOL parent meetings Extended Math time to include center rotations and Tier 2 and 3 interventions Monthly parent engagement nights

- Classroom teachers will follow the core curriculum Duval Reads and Duval Math using curriculum guides to help pace and implement instruction

- Instructional Coaches will support classroom teachers through walkthroughs, modeling and co-teaching and debriefing noticings

Plan to Monitor Progress Toward G2. `8`

Increased student engagement; positive referrals data, school store participation by class

Person Responsible

Anastasia Washington

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Collection of monthly eagle bucks per class, positive referral data, notes from classroom walk-throughs

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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

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G1. If all teachers utilize data effectively to plan for and implement rigorous, tiered, and differentiated learning opportunities for all students using i-Ready, Achieve3000, DAR and other classroom assessment data, then all students' proficiency levels will increase in all core academic areas. 1

🔍 G086517

G1.B1 All teachers lack of confidence in analyzing and utilizing data to make instructional decisions related to student learning. 2

🔍 B229917

G1.B1.S1 Teachers will utilize center activities to use data to drive instructional delivery. 4

🔍 S242563

Strategy Rationale

Analyzing student data will help meet student's diverse needs in the classroom.

Action Step 1 5

Teachers will receive ongoing professional development on analyzing I-Ready and Achieve 3000 data to plan for differentiated instruction

Person Responsible

Anastasia Washington

Schedule

Every 3 Weeks, from 9/1/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, agenda, exit tickets, lesson plans

Action Step 2 5

Provide weekly professional development on new instructional strategies and student math strategies to be used in Duval Core Math Lessons

Person Responsible

Alethea Tarabishi

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Common Planning Agenda, Interactive Journal, student work and exit slips

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Action Step 3 `5`

Reading Interventionist will work with small groups of 3rd-5th grade students and Reading Coach will work with 3rd grade students that are struggling or not working on grade level.

Person Responsible

Allison McFerin

Schedule

Daily, from 9/1/2016 to 6/2/2017

Evidence of Completion

Anecdotal notes taken by the interventionist, mini assessments developed by the interventionist to determine proficiency, Achieve 3000 Level Set data

Action Step 4 `5`

5th Grade Science Teacher will receive professional development on analyzing data to develop and Implement FCIM Calendar and lessons.

Person Responsible

Teresa Dowdell-Brown

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

FCIM Calendar, Student Work, Lesson Plans, and Common Planning Agenda

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

Achieve 3000 and iReady usage data for Students and Teachers KG-5th

Person Responsible

Lorrie Johnson

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Logs/Reports by class will determine how often students are accessing the labs and classroom computers. Usage by the students, KG-5th grade, number of completed activities for iReady or Achieve 3000 at 70% or better, resulting student growth, and next steps for instruction (i.e. differentiation during center rotation, small groups, re-teach, etc.)

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

Data Chats and weekly classroom walk-throughs with feedback to monitor the effectiveness of instructional delivery and professional development

Person Responsible

Teresa Dowdell-Brown

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Classroom walk-through logs, student work and Lesson Plans

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

Data Chats with the Leadership Team

Person Responsible

Anastasia Washington

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Data collected by interventionist and coach, I-Ready, Achieve 3000 and DAR scores, Weekly attendance records, PMP data, Mid-year Progress Reports, Report Cards, Classroom Walk-throughs

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

Review Focus Calendar, Lesson Plans and student assessments to monitor the effectiveness of Science instruction in 5th Grade Class

Person Responsible

Teresa Dowdell-Brown

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Teacher-made assessments, Performance tasks, Interactive Journals, FCIM, Focus calendar lesson plans and assessments, Classroom walkthroughs

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

Monitor students performance on i Ready Progress Monitoring and student's success on passing lessons at 70% or higher

Person Responsible

Alethea Tarabishi

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Weekly Class Data on students' success of passing lessons at 70% or higher, Teacher Lesson plans and data from progress monitoring(6 weeKs)

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

Administrator and school based coaches will conduct focus walks to determine the effectiveness of the instructional delivery and to plan for differentiated professional development based on teacher needs

Person Responsible

Anastasia Washington

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Notes from classroom walk-throughs, lesson plans and exit slips from professional development

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

Achieve 3000 Level Set and performance on Achieve3000 lessons/activitiesa

Person Responsible

Lorrie Johnson

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Walk-through forms and observations will provide a guideline and focus for noting full implementation of differentiated center rotations and small group instruction. Observations of lesson plan implementation due to common planning

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

Student performance on performance assessments and FCIM Assessments

Person Responsible

Teresa Dowdell-Brown

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Classroom Walk-through Forms, Lesson Plans, Teacher feedback from Common planning and student Interactive Journals.

G1.B1.S2 Professional development time dedicated to disaggregating data in planning for instruction. `4`
🔧 S242564

Strategy Rationale

Professional development time will show teachers the importance of using data to drive instruction.

Action Step 1 `5`

Coaches will lead trainings with all teachers on data analysis.

Person Responsible

Teresa Dowdell-Brown

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Feedback on lesson plans

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

Administrators will attend all trainings and monitor classroom use of current data.

Person Responsible

Anastasia Washington

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Feedback on lesson plans reflecting differentiation in centers, agenda and sign-in sheets from trainings.

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

Regularly review lesson plans for differentiation during centers

Person Responsible

Anastasia Washington

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Evidence of differentiated centers included in lesson plans, student Interactive Journals, core related with current dates of entries

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G2. If teachers establish a positive, engaging learning environment for all students and stakeholders, then all learners will be engaged in high quality learning experiences resulting in student achievement. 1

🔍 G086518

G2.B1 Students' poor attendance affects student success. 2

🔍 B229920

G2.B1.S1 To provide teachers with the necessary tools to create a positive learning environment for all students by sharing resources at school trainings. 4

🔍 S242566

Strategy Rationale

Positive learning environments results in an increase in overall student achievement and attitudes towards learning.

Action Step 1	5

Common Planning

Person Responsible

Alethea Tarabishi

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Attendance sheets

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

Walk-throughs focused on student engagement.

Person Responsible

Anastasia Washington

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Classroom observation notes, CAST, Positive Referrals, School Store

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

Monthly data attendance reports, weekly walk-throughs

Person Responsible

Anastasia Washington

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Reporting of positive referrals at faculty meetings, perfect attendance awards,

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					
G1.MA1 🔑 M324367	I-Ready and Achieve3000 Reports and student performance on i-Ready and Achieve3000, performance...	Johnson, Lorrie	9/1/2016	Weekly Class Data on students' success of passing lessons at 70% or higher, Teacher Lesson plans and data from progress monitoring(every 6 weeks)	6/2/2017 quarterly
G1.MA2 🔑 M324368	iReady Performance and Lesson Implementation	Tarabishi, Alethea	9/1/2016	Lesson Plans, Classroom Walk-through form, data from i-Ready and an increase in student performance on Progress Monitoring and Diagnostic Assessments.	6/2/2017 biweekly
G1.MA3 🔑 M324369	Monitor consistent usage on I-Ready and Achieve3000 Assessments	Johnson, Lorrie	9/1/2016	Lesson Plans, Anecdotal Notes and student data from i-Ready Acheive 3000	6/2/2017 every-6-weeks
G2.MA1 🔑 M324372	Increased student engagement; positive referrals data, school store participation by class	Washington, Anastasia	9/1/2016	Collection of monthly eagle bucks per class, positive referral data, notes from classroom walk-throughs	6/2/2017 monthly
G1.B1.S1.MA1 🔑 M324355	Monitor students performance on i Ready Progress Monitoring and student's success on passing...	Tarabishi, Alethea	9/1/2016	Weekly Class Data on students' success of passing lessons at 70% or higher, Teacher Lesson plans and data from progress monitoring(6 weeKs)	6/2/2017 monthly
G1.B1.S1.MA6 🔑 M324356	Administrator and school based coaches will conduct focus walks to determine the effectiveness of...	Washington, Anastasia	9/1/2016	Notes from classroom walk-throughs, lesson plans and exit slips from professional development	6/2/2017 weekly
G1.B1.S1.MA7 🔑 M324357	Achieve 3000 Level Set and performance on Achieve3000 lessons/ activitiesa	Johnson, Lorrie	9/1/2016	Walk-through forms and observations will provide a guideline and focus for noting full implementation of differentiated center rotations and small group instruction. Observations of lesson plan implementation due to common planning	6/2/2017 monthly
G1.B1.S1.MA8 🔑 M324358	Student performance on performance assessments and FCIM Assessments	Dowdell-Brown, Teresa	9/1/2016	Classroom Walk-through Forms, Lesson Plans, Teacher feedback from Common planning and student Interactive Journals.	6/2/2017 monthly
G1.B1.S1.MA1 🔑 M324359	Achieve 3000 and iReady usage data for Students and Teachers KG-5th	Johnson, Lorrie	9/1/2016	Logs/Reports by class will determine how often students are accessing the labs and classroom computers. Usage by the students, KG-5th grade, number of completed activities for iReady or Achieve 3000 at 70% or better, resulting student growth, and next steps for instruction (i.e. differentiation during center rotation, small groups, re-teach, etc.)	6/2/2017 monthly
G1.B1.S1.MA3 🔑 M324360	Data Chats and weekly classroom walk-throughs with feedback to monitor the effectiveness of...	Dowdell-Brown, Teresa	9/1/2016	Classroom walk-through logs, student work and Lesson Plans	6/2/2017 biweekly
G1.B1.S1.MA4 🔑 M324361	Data Chats with the Leadership Team	Washington, Anastasia	9/1/2016	Data collected by interventionist and coach, I-Ready, Achieve 3000 and DAR scores, Weekly attendance records, PMP data, Mid-year Progress Reports, Report Cards, Classroom Walk-throughs	6/2/2017 monthly
G1.B1.S1.MA5 🔑 M324362	Review Focus Calendar, Lesson Plans and student assessments to monitor the effectiveness of...	Dowdell-Brown, Teresa	9/1/2016	Teacher-made assessments, Performance tasks, Interactive Journals, FCIM, Focus calendar lesson plans and assessments, Classroom walkthroughs	6/2/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1 **A313916**	Teachers will receive ongoing professional development on analyzing I-Ready and Achieve 3000 data...	Washington, Anastasia	9/1/2016	Sign-in sheets, agenda, exit tickets, lesson plans	6/2/2017 every-3-weeks
G1.B1.S1.A2 **A313917**	Provide weekly professional development on new instructional strategies and student math strategies...	Tarabishi, Alethea	9/1/2016	Common Planning Agenda, Interactive Journal, student work and exit slips	6/2/2017 weekly
G1.B1.S1.A3 **A313918**	Reading Interventionist will work with small groups of 3rd-5th grade students and Reading Coach...	McFerin, Allison	9/1/2016	Anecdotal notes taken by the interventionist, mini assessments developed by the interventionist to determine proficiency, Achieve 3000 Level Set data	6/2/2017 daily
G1.B1.S1.A4 **A313919**	5th Grade Science Teacher will receive professional development on analyzing data to develop and...	Dowdell-Brown, Teresa	9/1/2016	FCIM Calendar, Student Work, Lesson Plans, and Common Planning Agenda	6/2/2017 biweekly
G2.B1.S1.MA1 **M324370**	Monthly data attendance reports, weekly walk-throughs	Washington, Anastasia	9/1/2016	Reporting of positive referrals at faculty meetings, perfect attendance awards,	6/2/2017 weekly
G2.B1.S1.MA1 **M324371**	Walk-throughs focused on student engagement.	Washington, Anastasia	9/1/2016	Classroom observation notes, CAST, Positive Referrals, School Store	6/2/2017 biweekly
G2.B1.S1.A1 **A313922**	Common Planning	Tarabishi, Alethea	9/1/2016	Attendance sheets	6/2/2017 biweekly
G1.B1.S2.MA1 **M324363**	Regularly review lesson plans for differentiation during centers	Washington, Anastasia	9/1/2016	Evidence of differentiated centers included in lesson plans, student Interactive Journals, core related with current dates of entries	6/2/2017 weekly
G1.B1.S2.MA1 **M324364**	Administrators will attend all trainings and monitor classroom use of current data.	Washington, Anastasia	9/1/2016	Feedback on lesson plans reflecting differentiation in centers, agenda and sign-in sheets from trainings.	6/2/2017 biweekly
G1.B1.S2.A1 **A313920**	Coaches will lead trainings with all teachers on data analysis.	Dowdell-Brown, Teresa	9/1/2016	Feedback on lesson plans	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If all teachers utilize data effectively to plan for and implement rigorous, tiered, and differentiated learning opportunities for all students using i-Ready, Achieve3000, DAR and other classroom assessment data, then all students' proficiency levels will increase in all core academic areas.

G1.B1 All teachers lack of confidence in analyzing and utilizing data to make instructional decisions related to student learning.

G1.B1.S1 Teachers will utilize center activities to use data to drive instructional delivery.

PD Opportunity 1

Teachers will receive ongoing professional development on analyzing I-Ready and Achieve 3000 data to plan for differentiated instruction

Facilitator

Lorrie Johnson and Alethea Tarabishi

Participants

All classroom teachers K-5

Schedule

Every 3 Weeks, from 9/1/2016 to 6/2/2017

G1.B1.S2 Professional development time dedicated to disaggregating data in planning for instruction.

PD Opportunity 1

Coaches will lead trainings with all teachers on data analysis.

Facilitator

Lorrie Johnson and Alethea Tarabishi

Participants

All classroom teachers

Schedule

Monthly, from 9/1/2016 to 6/2/2017

G2. If teachers establish a positive, engaging learning environment for all students and stakeholders, then all learners will be engaged in high quality learning experiences resulting in student achievement.

G2.B1 Students' poor attendance affects student success.

G2.B1.S1 To provide teachers with the necessary tools to create a positive learning environment for all students by sharing resources at school trainings.

PD Opportunity 1

Common Planning

Facilitator

Alethea Tarabishi

Participants

All classroom teachers

Schedule

Biweekly, from 9/1/2016 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	Teachers will receive ongoing professional development on analyzing I-Ready and Achieve 3000 data to plan for differentiated instruction	$0.00
2	G1.B1.S1.A2	Provide weekly professional development on new instructional strategies and student math strategies to be used in Duval Core Math Lessons	$0.00
3	G1.B1.S1.A3	Reading Interventionist will work with small groups of 3rd-5th grade students and Reading Coach will work with 3rd grade students that are struggling or not working on grade level.	$0.00
4	G1.B1.S1.A4	5th Grade Science Teacher will receive professional development on analyzing data to develop and Implement FCIM Calendar and lessons.	$0.00
5	G1.B1.S2.A1	Coaches will lead trainings with all teachers on data analysis.	$0.00
6	G2.B1.S1.A1	Common Planning	$0.00
		Total:	$0.00