



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Stonewall Jackson Elementary School

6127 CEDAR HILLS BLVD

Jacksonville, FL 32210

904-573-1020

<http://www.duvalschools.org/sje>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 69%
Alternative/ESE Center No	Charter School No	Minority Rate 74%

School Grades History

2013-14 D	2012-13 C	2011-12 B	2010-11 B
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Stonewall Jackson Elem. School

Principal

Violetra Ward

School Advisory Council chair

Clarence Grayson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Violetra Ward	Principal
Tonia Smith	Assistant Principal
Philip Bloom	Guidance Counselor
Resa Groomes	Reading Coach

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

- Clarence Grayson, chairperson
- Lindsey Perkins, Kindergarten teacher
- Tonia Smith, assistant principal
- Leslie Clay, parent
- Damond Chinn, parent
- Marc Dickerson, parent
- Jerica Dickerson, parent
- Tracy Smith, 2nd grade teacher
- Katherine Brogli, 2nd grade teacher
- Violetra Ward, principal
- Patricia Warnock, 5th grade teacher
- Joanne Odom, 5th grade teacher
- John Forrester, parent

Involvement of the SAC in the development of the SIP

The school advisory council assisted in the development and evaluation of the School Improvement Plan and provided suggestions on how to improve student performance;

Activities of the SAC for the upcoming school year

The school advisory council is an integral part of the success of Stonewall Jackson Elementary. This year the SAC will:

- Assist in the development and evaluation of the School Improvement Plan;
- Discuss and provide suggestions on how to improve student performance;
- Solicit mentors to improve student achievement;
- Monitor SIP Targets/SIP Funds;
- Attend workshop on Foundations to familiarize members with the school wide Safe and Civil school policies.

Projected use of school improvement funds, including the amount allocated to each project

2013-2014 SAC funds will be utilized to provide tutorial services for our lowest quartile students.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Violetra Ward

Principal

Years as Administrator: 12

Years at Current School: 4

Credentials

Bachelors of Science in Elementary Education:
 Masters of Arts in Educational Leadership:
 Level II Principal Certification- Principal Academy –Duval County
 Public Schools Leadership Development

Performance Record

Principal: Stonewall Jackson Elementary:
 2012-13: School Grade C:
 53% of all students in reading and 51% in mathematics met proficiency. 57% of all students in reading and 53% in mathematics made learning gains. 50% of all students in reading and 57% in mathematics met learning gains in lowest 25%.
 2011-12: School Grade B:
 48% of all students in reading and 54% in mathematics met proficiency. 70% of all students in reading and 77% in mathematics made learning gains. 72% of all students in reading and 72% in mathematics met learning gains in lowest 25%.
 2010-11: School Grade B:
 95% of students met criteria for AYP: All subgroup met proficiency in Mathematics with 80% of all students making a year’s worth of progress. 72% in reading and 79% in mathematics met proficiency. 59% in reading and 80% in mathematics made learning gains. 53% in reading and 67% in mathematics met learning gains in lowest 25%.
 2009-10: School Grade B:
 90% of students met criteria for AYP: All subgroup met proficiency in Mathematics with 73% of all students making a year’s worth of progress. 67% in reading and 69% in mathematics met proficiency. 56% in reading and 73% in mathematics met learning gains. 53% in reading and 67% in mathematics met learning gains in lowest 25%.
 Principal: Pine Estates Elementary:
 2008-09; School Grade B:
 95% of students met criteria for AYP: All subgroups met Proficiency criteria in Reading and Writing; Economically Disadvantage Students which encompasses 88% of the school population met Reading, Writing and Math Proficiency criteria. 62% in reading and 53% in mathematics met proficiency. 75% in reading and 72% in mathematics met learning gains. 70% in reading and 81% in mathematics met learning gains in lowest 25%.
 2007-08: School Grade C:
 92% of students met criteria for AYP (N); All subgroups met Proficiency criteria for Math and Writing. 53% in reading and 53% in mathematics met proficiency. 63% in reading and 60% in mathematics met learning gains. 70% in reading and 67% in mathematics met learning gains in lowest 25%.
 2006-07: School Grade B:
 AYP (N) 82% students met criteria for AYP. 56% in reading and

44% in mathematics met proficiency. 86% in reading and 66% in mathematics met learning gains. 87% in reading and 80% in mathematics met learning gains in lowest 25%.

2005-2006: School Grade C:

AYP (N) 90% of students met criteria for AYP and all students NCLB subgroups met Reading Proficiency criteria. 60% in reading and 48% in mathematics met proficiency. 47% in reading and 49% in mathematics met learning gains. 40% in reading met learning gains in lowest 25% (mathematics not reported until 2007).

2004-2005 School Grade B:

Provisional AYP; 90% of students met AYP criteria: Total population met proficiency in both Reading and Writing. 67% in reading and 49% in mathematics met proficiency. 72% in reading and 63% in mathematics met learning gains. 74% in reading met learning gains in lowest 25% (mathematics not reported until 2007).

2003-2004 School Grade C:

AYP (N) 90% of students met criteria: Total student population met proficiency for Writing, Reading and Mathematics. 46% in reading and 43% in mathematics met proficiency. 40% in reading and 68% in mathematics met learning gains. 43% in reading met learning gains in lowest 25% (mathematics not reported until 2007).

2002-2003 School Grade C:

90% of students met criteria for AYP (N): Total student population met Reading and Writing Proficiency. 52% in reading and 32% in mathematics met proficiency. 59% in reading and 59% in mathematics met learning gains. 59% in reading met learning gains in lowest 25% (mathematics not reported until 2007).

Vice Principal: Chimney Lakes Elementary: School Grade A
2001-2002 AYP 100% of students met criteria. 72% in reading and 59% in mathematics met proficiency. 66% in reading and 64% in mathematics met learning gains. 63% in reading met learning gains in lowest 25% (mathematics not reported until 2007).

Tonia Smith		
Asst Principal	Years as Administrator: 3	Years at Current School: 1
Credentials	Bachelor of Individualized Studies Masters of Business Administration Educational Leadership K-12 ESOL Endorsement Middle Grades English 5-9 Exceptional Student Education K-12 Reading Endorsement	
Performance Record	2012-13: School Grade C: Landmark Middle School 56% of all students in reading and 57% in mathematics met proficiency. 56% of all students in reading and 63% in mathematics met learning gains in lowest 25%. 2011-2012: School Grade C: William M. Raines High School 20% of all students in reading and 39% in mathematics met proficiency. 54% of all students in reading and 66% in mathematics made learning gains. 65% of all students in reading and 85% in mathematics met learning gains in lowest 25%.	

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Resa Groomes		
Full-time / School-based	Years as Coach: 1	Years at Current School: 8
Areas	Reading/Literacy	
Credentials	Certified in Elementary Education (Grades 1-6) Primary Education (Grades K-3) ESOL Bachelor of Arts in Education Masters of Education in Educational Leadership	
Performance Record	Stonewall Jackson Elementary: 2012-13: School Grade C: 53% of all students in reading met proficiency. 57% of all students in reading made learning gains. 50% of all students in reading met learning gains in lowest 25%. 2011-12: School Grade B: 48% of all students in reading met proficiency. 70% of all students in reading made learning gains. 72% of all students in reading met learning gains in lowest 25%. 2010-11: School Grade B: 95% of students met criteria for AYP: 72% in reading met proficiency. 59% in reading made learning gains. 53% in reading met learning gains in lowest 25%. 2009-10: School Grade B: 90% of students met criteria for AYP: 73% of all students making a year's worth of progress. 67% in reading met proficiency. 56% in reading met learning gains. 53% in reading met learning gains in lowest 25%.	

Classroom Teachers

# of classroom teachers	18
# receiving effective rating or higher	15, 83%
# Highly Qualified Teachers	100%
# certified in-field	18, 100%
# ESOL endorsed	12, 67%
# reading endorsed	1, 6%
# with advanced degrees	4, 22%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

5, 28%

with 6-14 years of experience

6, 33%

with 15 or more years of experience

7, 39%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Regular meetings of new teachers with the principal, PDF, Data Coach, and district cadre. (Principal, Professional Dev. Facilitator, Data Coach)
2. Partner new teachers with mentor. (Veteran Teacher)
3. Soliciting referrals from current employees. (Principal)

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Nancy Grant with Kathleen Michelfelder

Rationale and Planned mentoring activities

- Ms. Grant has 20 years of experience in the field of Mathematics instruction and will be able to foster collaboration and mentorship with Ms. Michelfelder on a continuous basis as an experienced teacher.
- Vertical articulation between grades 3-5.
- Professional Development Planning and courses that are Continuous Learning Cycle in mathematics with grade 3.

- Professional Development Planning and courses that are aligned with school-wide curriculum goals.
- Resa Groomes with Nilsa Morales
- Rationale and Planned mentoring activities
- Ms. Groomes has 18 years of experience in the field of Reading and Mathematics instruction and will be able to foster collaboration and mentorship with Ms. Morales on a continuous basis as an experienced teacher teaching the same grade.
- Vertical articulation between grades K-2.
- Professional Development Planning and courses that are Continuous Learning Cycle in reading and mathematics with grades K-2.
- Professional Development Planning and courses that are aligned with school-wide curriculum goals.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school based MTSS Leadership Team meets with the School Advisory Council and utilizes the previous year's data, information on Tier 1, Tier 2 and Tier 3 targets and focuses attention on deficient areas to help develop the SIP. The school based MTSS Leadership Team and the School Advisory Council meets and utilizes baseline and mid-year data, updated Tier 1, Tier 2 and Tier 3 information and targets to monitor the the MTSS and SIP structures to address the effectiveness of core instruction, resource allocation, teacher support systems, and small group and individual student needs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Ms. Violetra Ward, 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.

Ms. Tonia Smith, Assistant Principal

- Assists in the implementation for progress monitoring, data collection, and data analysis.
- Assists in the design and delivery of professional development.
- Assists in the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
- Assists in providing support for assessment and implementation monitoring.
- Assists in the development of intervention approaches.
- Assists with whole school screening programs that provide early intervening services for children to be

considered “at risk”.

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.

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.

Sherri Brown, Math Lead Teacher

- Provides intensive instruction in math 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.

Tracey Brown, Kathy Brogli, Patricia Warnock, Dena Richardson, General Education Teachers

- Provides information about the core instruction.
- Participates in student data collection.
- Delivers Tier 1 instruction/interventions.
- Collaborates with other staff to implement Tier 2 and/or Tier 3 interventions.
- Integrates Tier 1 materials and instruction with Tier 2/3 activities.

Waquita Nelson-Pearson, ESE/Inclusion teacher

- 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.

Mary Rumph, Foundations Team Chair

- Provides information about school wide academic and behavior curriculum and instruction.
- Participates in behavioral data collection.
- Provides professional development principles of Foundations to faculty/staff.
- Collaborates with staff to implement behavioral interventions.

Tracey Brown and Susan Jeffers, Technology Specialists

- 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.

Karen McGarity, Speech Language Pathologist

- Educates the team in the role language plays in curriculum, assessment and instruction, as a basis for appropriate program design.
- Assists in the selection of screening measures.
- Helps identify systemic patterns of student need with respect to language skills.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school based MTSS Leadership Team meets bi-weekly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create and maintain effective learning environments. Upon determining that the Tier 1-Core Instruction is effective and in place, the teacher will then identify those students who are not meeting the academic targets. The identified students will then be referred to the school-based RtI Leadership Team.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Progress Monitoring and Reporting Network (PMRN); Diagnostic Reading Assessments for Instruction in Reading (DAR); District Reading, Math, Science, Art and Music CGA Assessments; District P. E. CAST Assessment; Florida Kindergarten Readiness Screener (FLKRS); ECHOS (K); Formatives and Summative (Math and Science); IOWA Reading and Vocabulary Assessments; District Writing Prompts; ReflexMath Program; iReady Math Assessment and Resources; Florida FCAT Simulation; and district K-12 Comprehensive Core Reading Series assessment.

Midyear: Diagnostic Reading Assessments for Instruction in Reading (DAR); District Reading, Math, Science, Art and Music CGA Assessments; District Writing Prompts; ReflexMath Program; iReady Math Assessment and Resources; Florida FCAT Simulation; and district K-12 Comprehensive Core Reading Series assessment.

End of year: Florida Comprehensive Achievement Test (FCAT); Diagnostic Reading Assessments for Instruction in Reading (DAR); District Reading, Math, Science, Art and Music CGA Assessments; District P. E. CAST Assessment; CELLA for LEP students; District Writing Prompts; ReflexMath Program; iReady Math Assessment and Resources; and district K-12 Comprehensive Core Reading Series assessment.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will occur during teachers' common planning time in addition to professional development during early dismissal days and faculty meetings. Furthermore teachers are encouraged to attend workshops at the District level. Follow up support is provided during regularly scheduled monthly meetings of the RtI Leadership Team, at grade level common planning periods, and on an as needed basis with individual teachers by the RtI Leadership Team.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Violetra Ward	Principal
Deana Richardson	General Education Teacher - Kindergarten
Nilsa Morales	General Education Teacher - 1st Grade
Kathy Brogli	General Education Teacher - 2nd Grade
Mary Rumph	General Education Teacher - 3rd Grade
Kristian Kohn	General Education Teacher - 4th Grade
Patricia Warnock	General Education Teacher - 5th Grade
Waquita Nelson-Pearson	ESE Teacher
Resa Groomes	Reading Coach

How the school-based LLT functions

The principal, lead content area teachers, and other principal appointees serve on this team which meets monthly. The committee chairperson will report committee activities by making written notes for members and making oral reports at faculty meetings. Curriculum groups and/or grade levels meet on a bi-weekly basis and on common planning time.

The purpose of the Literacy Leadership Team in relation to the area of Literacy is:

- to focus on building the capacity for growth in that area for all students
- to increase integration of reading and writing skills into the other core subjects of math and science
- to ensure knowledge of literacy concerns are addressed with effective problem solving
- to ensure that the school-wide Book of the Month initiatives are in place and functioning
- to provide effective support and professional assistance where appropriate to include such as mentoring and professional development

Major initiatives of the LLT

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

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

*Kindergarten students are given the FAIR/FKLRs/ECHOS assessments.

*Students are given a baseline CGA test, and a CGA assessment after every grading period. Students are also given the IOWA and the DAR assessment. Teachers analyze the data to target areas of instruction.

*The Gradual Release Instructional Framework is the format for teaching reading standards.

*Small group guided reading instruction is implemented daily during the ELA block.

*Students are given a baseline Math CGA test, and teachers analyze the data to target areas of instruction.

*Small receive small group math instruction during the daily math center rotation block.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	55%	No	63%
American Indian				
Asian				
Black/African American	53%	45%	No	58%
Hispanic				
White	66%	60%	No	69%
English language learners				
Students with disabilities	41%	7%	No	47%
Economically disadvantaged	53%	47%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	30%	41%
Students scoring at or above Achievement Level 4	29	21%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	55	57%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	12	50%	74%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	15	33%	47%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		18%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	49%	No	66%
American Indian				
Asian				
Black/African American	57%	41%	No	61%
Hispanic				
White	68%	59%	No	71%
English language learners				
Students with disabilities	53%	7%	No	57%
Economically disadvantaged	57%	45%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	30%	41%
Students scoring at or above Achievement Level 4	26	19%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	51	53%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	14	57%	76%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	27%	32%
Students scoring at or above Achievement Level 4	12	26%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	8	3%	2%
Students who are not proficient in reading by third grade	5	12%	10%
Students who receive two or more behavior referrals	3	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	3%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

- PTA
- SAC
- FCAT Parent Night for Math, Science, Reading, and Writing
- Literacy Night
- Reading Night
- Curriculum Night

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parental Involvement	50	18%	25%

Area 10: Additional Targets

Additional targets for the school

At Stonewall Jackson Elementary School, school safety is a top priority and our goal is to ensure a safe, civil, structured learning environment that is positive, proactive and collaborative with a strong focus on prevention in which students can learn, teachers can teach and employees can work to provide students with opportunities for academic success.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Conduct focus safety walks 3 times per day, monitoring perimeter gates, interior and exterior classroom doors to ensure they are secure, and monitor playground equipment for defects that may cause safety hazards (Campus Security Guard), as well as, conducting Code yellow and code red drills each semester, with all teachers and students responding appropriately.	0	0%	100%

Goals Summary

- G1.** 41% (54) of the students will score a Level 3 on 2014 FCAT 2.0 Math assessment. 25% (33) of the students will score at or above Level 4 on 2014 FCAT 2.0 Math assessment.
- G2.** 61% (90) of the students will score at Level 3.0 and higher on 2014 FCAT Writing assessment.
- G3.** 51% (81) of the students will score a Level 3 on 2014 FCAT Science 2.0 assessment. 10% (9) of the students will score at or above Level 4 on 2014 FCAT Science 2.0 assessment.
- G4.** 51% (81) of the students will score a Level 3 on 2014 FCAT 2.0 Reading assessment. 10% (9) of students will score at or above level on 2014 FCAT 2.0 Reading assessment.

Goals Detail

G1. 41% (54) of the students will score a Level 3 on 2014 FCAT 2.0 Math assessment. 25% (33) of the students will score at or above Level 4 on 2014 FCAT 2.0 Math assessment.

Targets Supported

Resources Available to Support the Goal

- PLC's "Step it Up" lessons TERC process i-Ready Math Duval CGAs Success Maker

Targeted Barriers to Achieving the Goal

- Inconsistent planning across the grade levels to alleviate gaps in the standards from grade to grade.
- Lack of teacher knowledge and experience with aligning NGSSS and Common Core standards in preparation for FCAT testing.
- Absence of conceptual learning opportunities for utilizing the Envisions Math Curriculum aligned with the Math Gradual Release Model.

Plan to Monitor Progress Toward the Goal

Pre and Post CGAs, and i-Ready pertaining to the preceding and succeeding years' standards are administered to determine areas of need and allow teachers to pre-plan for short comings for the following year. On-going interim testing using CGAs and iReady assessments to monitor individual student progress during the course of the school year.

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Teachers (Grades K – 5), S. Brown, (Math lead teacher), and District Math Specialist.

Target Dates or Schedule:

Baseline assessments and ongoing results of quarterly and pre and post assessments throughout the year. Weekly PLC meetings, monthly data team meetings and monthly Rtl team meetings.

Evidence of Completion:

Results of i-Ready Math pre and post assessments, Duval CGA baseline and quarterly assessments, and Success Maker pre and post assessments.

G2. 61% (90) of the students will score at Level 3.0 and higher on 2014 FCAT Writing assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- PLC's District Writing Prompts Writing Plan FCAT 2.0 Writing Anchor Papers

Targeted Barriers to Achieving the Goal

- Lack of exposure to prompt writing.
- Students lack knowledge in the basic conventions including Spelling and Grammar.
- Inadequate and immature vocabulary due to lack of exposure to higher order texts and language.

Plan to Monitor Progress Toward the Goal

Student sample writings, portfolios, and conference logs.

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Resa Groomes (Reading Coach), Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Sample writing pieces, portfolios and conference logs

G3. 51% (81) of the students will score a Level 3 on 2014 FCAT Science 2.0 assessment. 10% (9) of the students will score at or above Level 4 on 2014 FCAT Science 2.0 assessment.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- PLC's Gizmo's Duval CGA's Webb's Depth of Knowledge Charts District Science Coach

Targeted Barriers to Achieving the Goal

- Inability to read and comprehend grade level informational text.
- Lack of background knowledge of key Science concepts.
- A need for in-depth training to implement the science curriculum.
- Lack of understanding of Science Vocabulary
- Students' inability and experience with answering higher order thinking question
- Lack of materials to support the standard to promote

Plan to Monitor Progress Toward the Goal

Comprehending grade level informational text Use Gizmos, Florida Achievers and Aligned Investigations to promote higher order thinking.

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal District Specialist Principal

Target Dates or Schedule:

Daily/Weekly

Evidence of Completion:

Interactive science journals and portfolios Walk throughs, Informal and Formal Observations Data from formal and informal assessments

G4. 51% (81) of the students will score a Level 3 on 2014 FCAT 2.0 Reading assessment. 10% (9) of students will score at or above level on 2014 FCAT 2.0 Reading assessment.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- PLC's Duval CGAs Success Maker DAR Data IOWA Data

Targeted Barriers to Achieving the Goal

- Inconsistent planning across grade levels to alleviate gaps in the standards from grade to grade.
- Teachers inconsistently uses resources and data to remediate students not yet showing proficiency in critical reading areas.
- Students are not meeting their yearly reading goals.

Plan to Monitor Progress Toward the Goal

Student reading gains

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Resa Groomes (Reading Coach), Reading Teachers, District Reading Specialists

Target Dates or Schedule:

Data will be analyze daily to drive instruction and monitor student progress.

Evidence of Completion:

Teachers will formally and informally assess students and analyze the data gain from these assessments.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 41% (54) of the students will score a Level 3 on 2014 FCAT 2.0 Math assessment. 25% (33) of the students will score at or above Level 4 on 2014 FCAT 2.0 Math assessment.

G1.B1 Inconsistent planning across the grade levels to alleviate gaps in the standards from grade to grade.

G1.B1.S1 Teachers will plan and collaborate during PLC meetings. Teachers will use CGAs data to target standards that need to be taught. Teachers will use informal and formal assessments to refine targets for standards that need to be taught.

Action Step 1

Teachers will collaborate and plan lessons during PLC meetings.

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Teachers (Grades K – 5), S. Brown, (Math lead teacher), and District Math Specialist.

Target Dates or Schedule

Daily

Evidence of Completion

CGA data, informal and formal assessments, PLC Notebooks

Facilitator:

Violetra Ward (Principal), Philip Bloom (Guidance Counselor), District Math Specialists, Teachers (Grades 3-5)

Participants:

Teachers (Grades 3-5)

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

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

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Teachers (Grades K – 5), S. Brown, (Math lead teacher), and District Math Specialist.

Target Dates or Schedule

Weekly

Evidence of Completion

The principal and assistant principal will complete informal and formal evaluations and focus walks into the classroom. The district specialist will plan with teachers during PLC meetings, and analyze student data to determine next steps.

Plan to Monitor Effectiveness of G1.B1.S1

Results of i-Ready Math pre and post assessments, Duval CGA baseline and quarterly assessments, and Success Maker pre and post assessments.

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Teachers (Grades K – 5), S. Brown, (Math lead teacher), and District Math Specialist.

Target Dates or Schedule

Throughout the school year

Evidence of Completion

i-Ready Math pre and post assessments Duval CGA baseline CGA quarterly assessments Success Maker pre and post assessments.

G1.B2 Lack of teacher knowledge and experience with aligning NGSSS and Common Core standards in preparation for FCAT testing.

G1.B2.S1 Teachers will attend the Summer Teacher Academy, I-Ready trainings, unpacking standards to create scaled learning rubrics, and Common Core training.

Action Step 1

Teacher collaboration through professional learning communities. District Specialist and administration team will complete focus walks and model in classrooms in less experienced teachers.

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Teachers (Grades K – 5), S. Brown, (Math lead teacher), and District Math Specialist.

Target Dates or Schedule

Benchmark checkpoint assessments are used as the monitoring points throughout the year.

Evidence of Completion

Informal and formal CAST evaluations completed by Principal and Assistant Principal; CGA results; Focus Walk –through CBC visual representation; and FCAT 2.0 results.

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

On-going interim testing using CGAs and iReady assessments to monitor individual student progress during the course of the school year.

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Teachers (Grades K – 5), S. Brown, (Math lead teacher), and District Math Specialist.

Target Dates or Schedule

Benchmark checkpoint assessments are used as the monitoring points throughout the year.

Evidence of Completion

CGAs, formal and informal assessments, and iReady assessments

Plan to Monitor Effectiveness of G1.B2.S1

On-going interim testing using CGAs and iReady assessments to monitor individual student progress during the course of the school year.

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Teachers (Grades K – 5), S. Brown, (Math lead teacher), and District Math Specialist.

Target Dates or Schedule

Benchmark checkpoint assessments are used as the monitoring points throughout the year.

Evidence of Completion

CGAs, formal and informal assessments, and iReady assessments

G1.B3 Absence of conceptual learning opportunities for utilizing the Envisions Math Curriculum aligned with the Math Gradual Release Model.

G1.B3.S1 Exit tickets aligned with item specifications for each standard taught daily to determine the student's conceptual understanding and ability to complete task. Allotted 30 minutes for center rotations for Rtl and enrichment.

Action Step 1

District specialist and administration team will model and assist teachers in analyzing student data to ensure proficiency and/or determine if remediation is needed. Increased utilization of the TERC process.

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Teachers (Grades K – 5), S. Brown, (Math lead teacher), and District Math Specialist.

Target Dates or Schedule

Benchmark checkpoint assessments are used as the monitoring points throughout the year.

Evidence of Completion

Unit CGA results, formal and informal assessments, and Anecdotal Records.

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

On-going interim testing using CGAs and iReady assessments to monitor individual student progress during the course of the school year.

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Teachers (Grades K – 5), S. Brown, (Math lead teacher), and District Math Specialist.

Target Dates or Schedule

Benchmark checkpoint assessments are used as the monitoring points throughout the year.

Evidence of Completion

CGAs, formal and informal assessments, and iReady assessments

Plan to Monitor Effectiveness of G1.B3.S1

On-going interim testing using CGAs and iReady assessments to monitor individual student progress during the course of the school year.

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Teachers (Grades K – 5), S. Brown, (Math lead teacher), and District Math Specialist.

Target Dates or Schedule

Benchmark checkpoint assessments are used as the monitoring points throughout the year.

Evidence of Completion

CGAs, formal and informal assessments, and iReady assessments

G2. 61% (90) of the students will score at Level 3.0 and higher on 2014 FCAT Writing assessment.

G2.B1 Lack of exposure to prompt writing.

G2.B1.S1 Students shown FCAT anchor set samples of scored prompt writing.

Action Step 1

Students given samples of FCAT anchor sets.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student sample writings and portfolios

Facilitator:

District Literacy Specialist

Participants:

Teachers K-5 Resource Teachers

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

Student sample writings and Portfolios

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Resa Groomes (Reading Coach), Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student writings and portfolios

Plan to Monitor Effectiveness of G2.B1.S1

Student writings, conference logs, and Portfolios

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Resa Groomes (Reading Coach), Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Conference logs and sample of student writing in portfolios

G2.B1.S2 Prompt writing tasks assigned to students weekly.

Action Step 1

Students given writing prompts

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Student sample writings and the portfolio

Facilitator:

District Literacy Specialist

Participants:

K-5 Teachers Resource Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Student sample writings and portfolios

Person or Persons Responsible

Teacher Reading Coach Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Student writing and portfolios

Plan to Monitor Effectiveness of G2.B1.S2

Student writings, conference logs, and portfolios

Person or Persons Responsible

Teacher Reading Coach Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Conference logs and sample of student writing in portfolios.

G2.B1.S3 Writing journals with prompts implemented in primary grades to expose students to prompts prior to entering 4th grade.

Action Step 1

Interactive and Writing journals

Person or Persons Responsible

Teachers K-5

Target Dates or Schedule

Daily

Evidence of Completion

Journals

Facilitator:

Reading Coach District Specialist

Participants:

K-5 teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Interactive and Writing Journals

Person or Persons Responsible

Teachers Reading Coach Principal Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive and writing journals

Plan to Monitor Effectiveness of G2.B1.S3

Interactive and Writing Journals

Person or Persons Responsible

Reading Coach Principal Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive and Writing Journals

G2.B2 Students lack knowledge in the basic conventions including Spelling and Grammar.

G2.B2.S1 Teacher led explicit instruction in Spelling and Grammar

Action Step 1

Student writings

Person or Persons Responsible

Teacher Reading Coach Assistant Principal Principal

Target Dates or Schedule

Daily

Evidence of Completion

Student writing

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Student writings

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Student writing and portfolios

Plan to Monitor Effectiveness of G2.B2.S1

Student writings and portfolios

Person or Persons Responsible

Reading Coach Assistant Principal Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Student portfolios and sample writings

G2.B3 Inadequate and immature vocabulary due to lack of exposure to higher order texts and language.

G2.B3.S1 Steck-Vaugh Vocabulary Kits will be used to expose students to more mature vocabulary an increase usages.

Action Step 1

Vocabulary

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student writings and portfolios

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Student writings

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Student writings and portfolios

Plan to Monitor Effectiveness of G2.B3.S1

Student writings

Person or Persons Responsible

Teacher Reading Coach Assistant Principal Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Student writing samples and portfolios

G3. 51% (81) of the students will score a Level 3 on 2014 FCAT Science 2.0 assessment. 10% (9) of the students will score at or above Level 4 on 2014 FCAT Science 2.0 assessment.

G3.B1 Inability to read and comprehend grade level informational text.

G3.B1.S1 Implementation of science interactive journals

Action Step 1

Comprehending grade level informational text

Person or Persons Responsible

Teacher K-5

Target Dates or Schedule

Daily

Evidence of Completion

Science journals

Facilitator:

Reading Coach District Science Specialist

Participants:

Teachers K-5

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

Comprehending grade level informational text

Person or Persons Responsible

Teacher Reading Coach Assistant Principal Principal

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Interactive science journals

Plan to Monitor Effectiveness of G3.B1.S1

Comprehending grade level informational text

Person or Persons Responsible

Teacher Reading Coach Assistant Principal Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive journals

G3.B2 Lack of background knowledge of key Science concepts.

G3.B2.S1 Collaborative planning across grade levels to develop scaffolding in grades K-5

Action Step 1

Analyze data from common assessments

Person or Persons Responsible

Teachers K-5

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Common assessments Data/Notes and Logs from PLC Meetings

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

Common Assessments PLC Meetings Data

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data, Assessments, and Logs

Plan to Monitor Effectiveness of G3.B2.S1

Common Assessments, Data, Logs, PLC Meeting Notes

Person or Persons Responsible

Teachers Reading Coach Assistant Principal Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data logs, PLC Meeting Notes, Common Assessments

G3.B2.S2 Implementation of science interactive journals

Action Step 1

Comprehending grade level informational text

Person or Persons Responsible

Teachers K-5

Target Dates or Schedule

Daily

Evidence of Completion

Science interactive journals

Facilitator:

Reading Coach District Specialist

Participants:

Teachers K-5 Resource Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Comprehending grade level informational text

Person or Persons Responsible

Teacher Reading Coach Assistant Principal Principal

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Interactive Science journals

Plan to Monitor Effectiveness of G3.B2.S2

Interactive journals Comprehending of grade level text

Person or Persons Responsible

Teachers Reading Coach Assistant Principal Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive Journals and Conference Logs

G3.B3 A need for in-depth training to implement the science curriculum.

G3.B3.S1 District Science Coach will be available for training.

Action Step 1

Professional Development and Coaching

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal Principal

Target Dates or Schedule

Weekly/Bi-Weekly

Evidence of Completion

Coaching Logs and Implementation of PD Strategies

Facilitator:

District Science Coach Reading Coach

Participants:

Teachers K-5

Action Step 2

Professional Development and Coaching

Person or Persons Responsible

Teachers K-5

Target Dates or Schedule

Weekly/Bi-Weekly

Evidence of Completion

Coaching Logs and Implementation of PD Strategies

Facilitator:

District Science Coach Reading Coach

Participants:

Teachers K-5

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Science Instruction and strategies

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive Journals and portfolios

Plan to Monitor Effectiveness of G3.B3.S1

Instructional Strategies

Person or Persons Responsible

District Science Coach Reading Coach Assistant Principal Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Observations (walk through, informals, and formals)

G3.B4 Lack of understanding of Science Vocabulary

G3.B4.S1 Science vocabulary included in Word Walls in the classroom

Action Step 1

Interactive Word Wall Vocabulary

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal Principal

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Word wall Interactive journals walk through, informal and formal observations

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Interactive Vocabulary Word Wall

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal Principal

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Interactive journals, walk through, informal, formals

Plan to Monitor Effectiveness of G3.B4.S1

Interactive Vocabulary Word Walls

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive Journals Walk throughs Informal/Formal Observations

G3.B4.S2 Pictures included with vocabulary words to ensure students understanding for all learners.

Action Step 1

Pictures with vocabulary words

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal Principal

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Word Wall Interactive Journals walk throughs, informal and formal observations

Facilitator:

District Specialist Reading Coach

Participants:

Teachers K-5

Plan to Monitor Fidelity of Implementation of G3.B4.S2

Interactive Vocabulary Word Wall

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive journals Walk throughs, informal, formal observations

Plan to Monitor Effectiveness of G3.B4.S2

Pictures and Vocabulary Words

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive Journals, walk throughs, informals/formals observations

G3.B5 Students' inability and experience with answering higher order thinking question

G3.B5.S1 Teachers more consistently use higher order thinking questions included in the Science curriculum guide.

Action Step 1

The use of higher order thinking questions

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student responses Interactive journals walk throughs Informal and formal observations

Facilitator:

District Specialist Reading Coach

Participants:

Teachers K-5

Action Step 2

The use of higher order thinking questions

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student responses Interactive journals walk throughs Informal and formal observations

Facilitator:

District Specialist Reading Coach

Participants:

Teachers K-5

Plan to Monitor Fidelity of Implementation of G3.B5.S1

The use of higher order thinking

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal Principal

Target Dates or Schedule

Daily

Evidence of Completion

Walk throughs, informal and formal observations

Plan to Monitor Effectiveness of G3.B5.S1

The use of higher order thinking questions

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal Principal

Target Dates or Schedule

Daily

Evidence of Completion

Walk throughs, Informal and Formal Observations

G3.B5.S2 Teachers implement reciprocal teaching strategies to allow for students to create and answer their own higher order questions.

Action Step 1

Reciprocal Teaching strategies for higher order thinking questions

Person or Persons Responsible

Teachers K-5

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Teachers analyze data gained from Science curriculum guide assessments Data from formal and informal assessments

Facilitator:

District Science Specialists Reading Coach

Participants:

Teachers K-5

Plan to Monitor Fidelity of Implementation of G3.B5.S2

Reciprocal Teaching strategies for higher order thinking questions

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Science CGA's Formal and informal assessments Walk throughs, formal and informal observations

Plan to Monitor Effectiveness of G3.B5.S2

Reciprocal Teaching strategies for higher order thinking questions

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Data from formal and informal assessments Walk throughs, formal and informal observations

G3.B6 Lack of materials to support the standard to promote

G3.B6.S1 Teachers will utilize Gizmos and Florida Achievers and Aligned Investigations form the Science Curriculum Guide.

Action Step 1

Use Gizmos, Florida Achievers and Aligned Investigations to promote higher order thinking.

Person or Persons Responsible

Teachers K-5

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Student data from formal and informal assessments

Facilitator:

District Specialist Reading Coach

Participants:

Teachers K-5

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Use Gizmos, Florida Achievers and Aligned Investigations to promote higher order thinking.

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Data from formal and informal assessments PLC Meeting Notes and Logs Walk throughs, formal and informal observations

Plan to Monitor Effectiveness of G3.B6.S1

Use Gizmos, Florida Achievers and Aligned Investigations to promote higher order thinking.

Person or Persons Responsible

Teachers K-5 Reading Coach Assistant Principal Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Data from formal and informal assessments Walk throughs, formal and informal observations

G4. 51% (81) of the students will score a Level 3 on 2014 FCAT 2.0 Reading assessment. 10% (9) of students will score at or above level on 2014 FCAT 2.0 Reading assessment.

G4.B1 Inconsistent planning across grade levels to alleviate gaps in the standards from grade to grade.

G4.B1.S1 Teachers are allotted more opportunities for collaborative planning across grade levels.

Action Step 1

Teachers will collaborate to analyze data and problem solve to plan lessons using the gradual release instructional framework.

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Resa Groomes (Reading Coach), Reading Teachers

Target Dates or Schedule

Teachers will daily assess and analyze student reading data and plan next steps in the learning process from these assessments.

Evidence of Completion

Formal and informal assessments given to students to determine if proficiency has been met.

Facilitator:

Resa Groomes (Reading Coach) District Specialists

Participants:

Teachers K-5

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

Teachers collaborate to analyze data and plan lessons that are data driven.

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Resa Groomes (Reading Coach), Reading District Specialists, Teachers3-5

Target Dates or Schedule

Daily

Evidence of Completion

Formal and informal assessments given to students daily to determine if proficiency has been met. Classroom observations by the principal and assistant principal to determine if full implementation of explicit, research based instruction.

Plan to Monitor Effectiveness of G4.B1.S1

Teachers on grade levels will collaborate to plan lessons and strategies that will alleviate gaps in the standards from grade to grade.

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Resa Groomes (Reading Coach), Reading District Specialists

Target Dates or Schedule

Daily The principal and assistant principal will conduct informal and formal observations. Classroom walkthroughs Focus walks to monitor implementation of data driven instruction. Reading coach and district specialists will meet with teachers during PLCs or common planning time to analyze and interpret data.

Evidence of Completion

CGAS Data FCAT Data

G4.B1.S2 Teachers begin covering areas of need in the next grade level earlier (at the end of each preceding school year).

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 Teachers inconsistently uses resources and data to remediate students not yet showing proficiency in critical reading areas.

G4.B2.S1 Teachers will use DAR for intervention support. Teachers will develop and implement interventions with grade level team. They will use the Trial Teaching Strategies (TTS).

Action Step 1

Teachers use resources to remediate students not showing proficiency in reading.

Person or Persons Responsible

Teachers (Grades 3-5), Reading Coach, Reading District Specialists

Target Dates or Schedule

Daily

Evidence of Completion

Student data from CGAs assessments.

Facilitator:

Reading Coach, District Reading Specialists, Teachers (Grades 3-5)

Participants:

Teachers (Grades 3-5)

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

Teachers use resources and data to target areas of remediation for students not showing proficiency in reading.

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Reading Coach, District Reading Specialists

Target Dates or Schedule

Daily

Evidence of Completion

CGAs and DAR Data Classroom walkthroughs Focus walks to monitor implementation of resources and strategies.

Plan to Monitor Effectiveness of G4.B2.S1

Monitoring resources and data used to monitor students reading progress.

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Resa Groomes (Reading Coach), Reading District Specialists

Target Dates or Schedule

Daily

Evidence of Completion

Data analyzed in grade level teams, during PLC meetings Classroom walkthroughs, and focus walks.

G4.B3 Students are not meeting their yearly reading goals.

G4.B3.S1 School reading goals will be set and promoted throughout the school by having students keep reading logs to establish classroom school goals.

Action Step 1

Students will meet quarterly reading goals.

Person or Persons Responsible

Teachers 3-5 Resa Groomes (Reading Coach)

Target Dates or Schedule

Quarterly Reading Goal

Evidence of Completion

Reading Logs Reading Journals

Facilitator:

Teachers (Grades 3-5), Reading Coach, Reading District Specialists

Participants:

Teachers (Grades 3-5)

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Reading goals will be set and promoted throughout the school.

Person or Persons Responsible

Violetra Ward (Principal), Tonia Smith (Assistant Principal), Reading Coach, District Reading Specialists

Target Dates or Schedule

Daily

Evidence of Completion

Student Logs Student Journals

Plan to Monitor Effectiveness of G4.B3.S1

Reading goals will be set and promoted quarterly.

Person or Persons Responsible

Teachers (Grades 3-5), Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Reading logs

G4.B3.S2 Teachers and administrators will encourage students to meet their goals with use of quarterly motivators given to students who meet their goal each 9 weeks.

Action Step 1

students will meet quarterly reading goals and quarterly motivators are given to students that meet their reading goal.

Person or Persons Responsible

Violetra Ward (Principal) Tonia Smith (Assistant Principal) Resa Groomes (Reading Coach)
Teachers Business Partners (Jacksonville Sharks and Sam's Club)

Target Dates or Schedule

Quarterly motivators will be given during each grading period.

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A Funds are used to provide additional academic support and learning opportunities to help low-achieving students in reading and math. The funds are also used to provide professional development and other 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 trainings 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 and professional development, teacher incentive pay and 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, to help ELL students meet academic standards, to provide training to teachers and staff, and supplemental resources to increase student achievement.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. 41% (54) of the students will score a Level 3 on 2014 FCAT 2.0 Math assessment. 25% (33) of the students will score at or above Level 4 on 2014 FCAT 2.0 Math assessment.

G1.B1 Inconsistent planning across the grade levels to alleviate gaps in the standards from grade to grade.

G1.B1.S1 Teachers will plan and collaborate during PLC meetings. Teachers will use CGAs data to target standards that need to be taught. Teachers will use informal and formal assessments to refine targets for standards that need to be taught.

PD Opportunity 1

Teachers will collaborate and plan lessons during PLC meetings.

Facilitator

Violetra Ward (Principal), Philip Bloom (Guidance Counselor), District Math Specialists, Teachers (Grades 3-5)

Participants

Teachers (Grades 3-5)

Target Dates or Schedule

Daily

Evidence of Completion

CGA data, informal and formal assessments, PLC Notebooks

G2. 61% (90) of the students will score at Level 3.0 and higher on 2014 FCAT Writing assessment.

G2.B1 Lack of exposure to prompt writing.

G2.B1.S1 Students shown FCAT anchor set samples of scored prompt writing.

PD Opportunity 1

Students given samples of FCAT anchor sets.

Facilitator

District Literacy Specialist

Participants

Teachers K-5 Resource Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student sample writings and portfolios

G2.B1.S2 Prompt writing tasks assigned to students weekly.

PD Opportunity 1

Students given writing prompts

Facilitator

District Literacy Specialist

Participants

K-5 Teachers Resource Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student sample writings and the portfolio

G2.B1.S3 Writing journals with prompts implemented in primary grades to expose students to prompts prior to entering 4th grade.

PD Opportunity 1

Interactive and Writing journals

Facilitator

Reading Coach District Specialist

Participants

K-5 teachers

Target Dates or Schedule

Daily

Evidence of Completion

Journals

G3. 51% (81) of the students will score a Level 3 on 2014 FCAT Science 2.0 assessment. 10% (9) of the students will score at or above Level 4 on 2014 FCAT Science 2.0 assessment.

G3.B1 Inability to read and comprehend grade level informational text.

G3.B1.S1 Implementation of science interactive journals

PD Opportunity 1

Comprehending grade level informational text

Facilitator

Reading Coach District Science Specialist

Participants

Teachers K-5

Target Dates or Schedule

Daily

Evidence of Completion

Science journals

G3.B2 Lack of background knowledge of key Science concepts.

G3.B2.S2 Implementation of science interactive journals

PD Opportunity 1

Comprehending grade level informational text

Facilitator

Reading Coach District Specialist

Participants

Teachers K-5 Resource Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Science interactive journals

G3.B3 A need for in-depth training to implement the science curriculum.

G3.B3.S1 District Science Coach will be available for training.

PD Opportunity 1

Professional Development and Coaching

Facilitator

District Science Coach Reading Coach

Participants

Teachers K-5

Target Dates or Schedule

Weekly/Bi-Weekly

Evidence of Completion

Coaching Logs and Implementation of PD Strategies

PD Opportunity 2

Professional Development and Coaching

Facilitator

District Science Coach Reading Coach

Participants

Teachers K-5

Target Dates or Schedule

Weekly/Bi-Weekly

Evidence of Completion

Coaching Logs and Implementation of PD Strategies

G3.B4 Lack of understanding of Science Vocabulary

G3.B4.S2 Pictures included with vocabulary words to ensure students understanding for all learners.

PD Opportunity 1

Pictures with vocabulary words

Facilitator

District Specialist Reading Coach

Participants

Teachers K-5

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Word Wall Interactive Journals walk throughs, informal and formal observations

G3.B5 Students' inability and experience with answering higher order thinking question

G3.B5.S1 Teachers more consistently use higher order thinking questions included in the Science curriculum guide.

PD Opportunity 1

The use of higher order thinking questions

Facilitator

District Specialist Reading Coach

Participants

Teachers K-5

Target Dates or Schedule

Daily

Evidence of Completion

Student responses Interactive journals walk throughs Informal and formal observations

PD Opportunity 2

The use of higher order thinking questions

Facilitator

District Specialist Reading Coach

Participants

Teachers K-5

Target Dates or Schedule

Daily

Evidence of Completion

Student responses Interactive journals walk throughs Informal and formal observations

G3.B5.S2 Teachers implement reciprocal teaching strategies to allow for students to create and answer their own higher order questions.

PD Opportunity 1

Reciprocal Teaching strategies for higher order thinking questions

Facilitator

District Science Specialists Reading Coach

Participants

Teachers K-5

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Teachers analyze data gained from Science curriculum guide assessments Data from formal and informal assessments

G3.B6 Lack of materials to support the standard to promote

G3.B6.S1 Teachers will utilize Gizmos and Florida Achievers and Aligned Investigations from the Science Curriculum Guide.

PD Opportunity 1

Use Gizmos, Florida Achievers and Aligned Investigations to promote higher order thinking.

Facilitator

District Specialist Reading Coach

Participants

Teachers K-5

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Student data from formal and informal assessments

G4. 51% (81) of the students will score a Level 3 on 2014 FCAT 2.0 Reading assessment. 10% (9) of students will score at or above level on 2014 FCAT 2.0 Reading assessment.

G4.B1 Inconsistent planning across grade levels to alleviate gaps in the standards from grade to grade.

G4.B1.S1 Teachers are allotted more opportunities for collaborative planning across grade levels.

PD Opportunity 1

Teachers will collaborate to analyze data and problem solve to plan lessons using the gradual release instructional framework.

Facilitator

Resa Groomes (Reading Coach) District Specialists

Participants

Teachers K-5

Target Dates or Schedule

Teachers will daily assess and analyze student reading data and plan next steps in the learning process from these assessments.

Evidence of Completion

Formal and informal assessments given to students to determine if proficiency has been met.

G4.B2 Teachers inconsistently uses resources and data to remediate students not yet showing proficiency in critical reading areas.

G4.B2.S1 Teachers will use DAR for intervention support. Teachers will develop and implement interventions with grade level team. They will use the Trial Teaching Strategies (TTS).

PD Opportunity 1

Teachers use resources to remediate students not showing proficiency in reading.

Facilitator

Reading Coach, District Reading Specialists, Teachers (Grades 3-5)

Participants

Teachers (Grades 3-5)

Target Dates or Schedule

Daily

Evidence of Completion

Student data from CGAs assessments.

G4.B3 Students are not meeting their yearly reading goals.

G4.B3.S1 School reading goals will be set and promoted throughout the school by having students keep reading logs to establish classroom school goals.

PD Opportunity 1

Students will meet quarterly reading goals.

Facilitator

Teachers (Grades 3-5), Reading Coach, Reading District Specialists

Participants

Teachers (Grades 3-5)

Target Dates or Schedule

Quarterly Reading Goal

Evidence of Completion

Reading Logs Reading Journals

Appendix 2: Budget to Support School Improvement Goals