Southside Estates Elementary School

2014-15 School Improvement Plan

Southside Estates Elementary School

9775 IVEY RD, Jacksonville, FL 32246

http://www.duvalschools.org/ssee

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	63%

Alternative/ESE Center	Charter School	Minority
No	No	60%

School Grades History

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

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

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.

School Environment

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 eleven (11) ethnicities represented among our student population. The teacher and students build relationships through sharing information about their values, customs and traditions. 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 an ESOL Parent Night, to discuss resources available to support language barriers that may exist.

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 behavior plans in all classrooms. We have a full time security guard who canvases our campus checking to make sure all doors are locked and entrance and exit gates are secured throughout the school day. All classes maintain our school-wide discipline plan, rituals and routines are modeled and practiced by all stakeholders.

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. This year, we have implemented in addition to CHAMP's, a monthly recognition of our Most Valuable Player's - students (one per class), teachers and staff for excellence in teamwork, team spirit, attendance and for their role as an aspiring leader. Discipline assemblies are conducted to ensure all students know what is expected of them.

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 schools for additional resources to assist with their immediate needs. 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.

Early Warning Systems

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

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

At Southside Estates the total number of students with attendance below 90% was 15%.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	2	0	0	3	1	3	9
Course failure in ELA or Math	7	2	11	34	2	3	59
Level 1 on statewide assessment	0	0	0	63	24	19	106

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	
Students exhibiting two or more indicators	3	1	4	2	1	11

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. Also, there were incentives given to students for Saturday School attendance. Tutors and the reading interventionist pushed into classrooms during the day to work with our bottom 33rd%tile and bubble students to improve student performance.

Family and Community Involvement

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

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

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

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/185967.

Description
A PIP has been uploaded for this school or district - see the link above.

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. 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 within our media center 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 SAC meetings.

Effective Leadership

School Leadership Team

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

Name	Title
Washington, Anastasia	Principal
DeLay, Cassandra	Assistant Principal
Pedro, Denise	Instructional Coach
Eblin, Rebecca	Guidance Counselor
McFerin, Allison	Other
Tarabishi, Alethea	Instructional Coach

Duties

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

The school 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
Cassandra DeLay - Principal designee, updates and provides data to faculty
Rebecca Eblin - Guidance Counselor: schedules and facilitates all MTSS meetings, implements

behavior and social elements of student performance
Denise Pedro - Reading Coach - Plan interventions in reading
Alethea Tarabishi - Math Coach - Plan interventions in math
Allison McFerin - Reading Interventionist
Jasmin Ezelle and Teresa Braddy - General Ed. Primary Teacher Representatives
Michelle McGruder and Sarah Warner General Ed. Intermediate Teacher Representatives
Richard Howard - ESE Teacher Representative

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 MTSS 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, iReady, Achieve 3000 and Write to Learn licenses 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 4-6 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 PK-5 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 8:45 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 CGA's, i-Ready and DAR data collected by classroom teachers.
CHAMPS is implemented in every classroom throughout Southside Estates. Teachers attend Foundation Team 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.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Anastasia M. Washington	Principal
Sandra Johnson	Business/Community
Margaret Dempsey	Business/Community
Ann Delegal	Business/Community
Diane Cox	Education Support Employee
Jennifer Galan	Teacher
Sumitria Bennett	Parent
Nicole Thorne	Parent
Jiang Wu	Parent
Travonna Gilbert	Teacher

Duties

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

Evaluation of last year's school improvement plan

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 served as a communicator between school, parents, students and the community on budget, programs and safety of the school.

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.

Preparation of the school's annual budget and plan

Funding has not been allocated for the 2014-2015 school. 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.

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.

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

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Washington, Anastasia	Principal
Eblin, Rebecca	Guidance Counselor
McFerin, Allison	Other
Pedro, Denise	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

For the 2014 - 2015 school year, increasing proficiency while maintaining 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,as needed, and early release trainings. This year our focus will be for Tier 2 instruction to be consistent, rigorous, and explicit across content areas so that 70% of all 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.

Public and Collaborative Teaching

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

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

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.

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

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.

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

The mentor and mentee meets biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set by the Individual Professional Development Plan (IPDP).
The mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning.
PDF/novice teacher meetings are held monthly. District Cadre will observe and work with novice teachers as needed.
The mentor and mentee will meet bi-weekly to discuss evidence-based strategies for each domain and their progress toward meeting goals set by the teacher's Individual Professional Development Plan.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

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. 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.

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:

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.

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 Guide Assessments and the FSA.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Local preschools will have the opportunity to tour Southside Estates Elementary in the spring of 2015. 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, CGA's 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.

College and Career Readiness

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

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

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

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

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

<kbd>1</kbd> = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. In 2015, 60% (43/72) of students will score at Achievement Level 3 or higher on the FCAT 2.0 Science in the spring of 2015.

G2. In 2015, 62% (118/191) will score at achievement level of 3 or higher on the spring administration of the FSA in Math.

G3. In 2015, 58% (126/191) of students will score at Achievement Level 3 or higher in Reading.

Strategic Goals Detail

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

G1. In 2015, 60% (43/72) of students will score at Achievement Level 3 or higher on the FCAT 2.0 Science in the spring of 2015. 1a

🔍 G039166

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Houghton Mifflin reading materials, Pearson Science series Analysis of CGA's, i-Ready and DAR Assessments Center Rotations Guided Reading Groups In-school tutoring

Targeted Barriers to Achieving the Goal 3

- Lack of Rigorous instruction Reading deficiencies Lack of Parent Involvement Lack of student engagement Curriculum alignment and collaboration

- Teacher accountability in non-tested grade levels Materials (Curriculum Guide referenced materials) Limited computer access in homes of students

Plan to Monitor Progress Toward G1. 8

CGA data, Classroom Assessments, Student Report Card Grades

Person Responsible
Cassandra DeLay

Schedule
Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion
This will be evidenced by implementation of the four pillars of instruction across the content area monitored by CGA data, Classroom Assessments, Student Report Card Grades and FCAT results.

G2. In 2015, 62% (118/191) will score at achievement level of 3 or higher on the spring administration of the FSA in Math. 1a

🔍 G039167

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	62.0

Resources Available to Support the Goal 2

- Administration Classroom Teachers Math Coach District Specialist I-Ready Diagnostic CGA's Performance Matters Common planning time in grade level alternating weeks with coach Title 1, ELL support Math has GR built in to the program Extended Math time to include center rotations and Tier 2 interventions

Targeted Barriers to Achieving the Goal 3

- Teachers need time, training and support to analyze data to drive instruction

- Ambiguous Curriculum Guide-lacking details, not user friendly, difficult to plan ahead

- Teachers need modeling of gradual release model

- Higher level students need appropriate enrichment activities to stimulate learning

- An increased population in non-English speakers

Plan to Monitor Progress Toward G2. 8

Increased student engagement; on task behavior; accountable talk

Person Responsible
Anastasia Washington

Schedule
Monthly, from 10/1/2014 to 12/19/2014

Evidence of Completion
Increase the frequency with which teachers employ effective questioning in daily math lessons to increase student performance and participation; students taking ownership in their learning as evidenced by journal entries and reflections.

G3. In 2015, 58% (126/191) of students will score at Achievement Level 3 or higher in Reading. `1a`

Targets Supported `1b`

🔍 G039168

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	66.0

Resources Available to Support the Goal `2`

- Administration Teachers Reading Coach Reading Interventionist K-2 Reading District Specialists for K-2, 3-5 Making Words Write to Learn CGA's Common planning time in grade level/subject/content area weekly Title 1, District coaches, ELL support Reading has GRRM built in to the program Professional Development across all content areas to develop strategies that increase rigor, Parent Involvement activities to equip parents in assisting their students with academic goals CHAMP's MINT program and professional development for novice teachers

Targeted Barriers to Achieving the Goal `3`

- Grades 3 and 4 will implement Achieve 3000

- Students lack foundational skills

- Write to Learn Program

Plan to Monitor Progress Toward G3. `8`

Novice teachers will be provided with increased hands-on support, training and guidance in an effort to increase student learning and engagement.

Person Responsible

Denise Pedro

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in content areas, and they will consistently meet those expectations in their classrooms.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. In 2015, 60% (43/72) of students will score at Achievement Level 3 or higher on the FCAT 2.0 Science in the spring of 2015. 1

🔍 G039166

G1.B1 Lack of Rigorous instruction Reading deficiencies Lack of Parent Involvement Lack of student engagement Curriculum alignment and collaboration 2

🔍 B094192

G1.B1.S1 Use Prescribed engaging inquiry based lessons in district curriculum guides 4

🔍 S105278

Strategy Rationale

Increases rigor and processes of science mastery

Action Step 1 5

Provide professional development on increasing rigor in science instruction.

Person Responsible

Cassandra DeLay

Schedule

On 6/5/2015

Evidence of Completion

Sign-in sheets, agenda, exit tickets

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

Provide professional development on increasing rigor in science instruction.

Person Responsible

Cassandra DeLay

Schedule

On 6/5/2015

Evidence of Completion

Sign-In Sheets Agenda Exit Tickets

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

Student performance on assessment

Person Responsible

Cassandra DeLay

Schedule

On 2/28/2015

Evidence of Completion

Science CGA Student Assessment Exit Tickets FSA 2015

G1.B1.S2 Include High Order Testable questioning in lesson planning and delivery. `4`

🔧 S118156

Strategy Rationale

Having students answering HOT questions in the interactive journal raises the rigor and accountability of students to standards

Action Step 1 `5`

Regularly review lesson plans for HOT questions.

Person Responsible

Cassandra DeLay

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Feedback on lesson plans

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

Regularly review lesson plans for HOT questions.

Person Responsible

Cassandra DeLay

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Feedback on lesson plans

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

Regularly review lesson plans for HOT questions.

Person Responsible

Cassandra DeLay

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Science lesson plans, Student Interactive Journals

G1.B2 Teacher accountability in non-tested grade levels Materials (Curriculum Guide referenced materials) Limited computer access in homes of students `2`

🔍 B106827

G1.B2.S1 Conduct regularly scheduled walkthroughs to monitor the use of GRRM during instruction to ensure appropriate use of activities and maximization of the use of instructional time. `4`

🔍 S118162

Strategy Rationale

Ensure teachers are following the master scheduling requirements for instructional minutes in science, as well as following the curriculum guide.

Action Step 1 `5`

Conduct regularly scheduled walkthroughs to monitor science instruction

Person Responsible

Cassandra DeLay

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Walkthrough forms and tracking sheets

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

Conduct regularly scheduled walkthroughs to monitor science instruction

Person Responsible

Cassandra DeLay

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Walkthrough feedback forms Anecdotal records Walkthrough tracking sheet

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

Teachers are following master schedule requirements and curriculum guides

Person Responsible

Cassandra DeLay

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Master/Classroom schedules, lesson plans, walkthrough forms, walkthrough tracking sheet

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G2. In 2015, 62% (118/191) will score at achievement level of 3 or higher on the spring administration of the FSA in Math. 1

G039167

G2.B1 Teachers need time, training and support to analyze data to drive instruction 2

B094193

G2.B1.S1 Administrators will conduct data chats with grade levels to determine how data is being used to guide instruction and differentiate based on student need 4

S105279

Strategy Rationale

Use differentiation to increase student performance

Action Step 1 5

Data Chats

Person Responsible

Anastasia Washington

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

CGA's iReady FSA Student grades each nine weeks IPDP's

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

Using a calendar or tracking sheets as evidence of data review

Person Responsible

Anastasia Washington

Schedule

Quarterly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Tracking sheets and student data

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

Looking at student data to measure effectiveness of data chats to differentiate instruction

Person Responsible

Anastasia Washington

Schedule

Quarterly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Tracking sheet and student data CGA i-Ready FSA

G2.B2 Ambiguous Curriculum Guide-lacking details, not user friendly, difficult to plan ahead `2`

🔑 B094194

G2.B2.S1 Common planning time will be focused on deciphering the curriculum guide and aligning it to meet the standards `4`

🔑 S120204

Strategy Rationale

Common planning time will be focused on deciphering the curriculum guide and aligning it to meet the standards

Action Step 1 `5`

Common Planning

Person Responsible

Alethea Tarabishi

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Attendance sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Common Planning

Person Responsible

Alethea Tarabishi

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Attendance sheets, log of discussion and topics, lesson presentation observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Data Team Meetings

Person Responsible

Anastasia Washington

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Logs, meeting agendas

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G2.B4 Teachers need modeling of gradual release model 2

🔑 B094196

G2.B4.S1 observing modeled lessons, visiting other classroom teachers and opportunities to visit other schools 4

🔑 S120211

Strategy Rationale

Teachers will observe, take notes and better be able to implement the gradual release model

Action Step 1 5

Model lessons as needed; set up observations inter/intra school per request or suggestion

Person Responsible

Alethea Tarabishi

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

observation logs, feedback, post conference logs

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Model lessons as needed; set up observations inter/intra school per request or suggestion

Person Responsible

Alethea Tarabishi

Schedule

On 5/29/2015

Evidence of Completion

observation logs, feedback forms, post-conferences with teacher

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Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Coach observation after the teacher has observed modeling of the GRM.

Person Responsible

Alethea Tarabishi

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

post-observation logs, feedback forms

G2.B5 Higher level students need appropriate enrichment activities to stimulate learning `2`

🔑 B094197

G2.B5.S1 develop tasks to challenge and enrich the higher leveled students `4`

🔑 S120229

Strategy Rationale

Students need opportunities to complete more rigorous tasks

Action Step 1 `5`

strategies to increase rigor for enrichment purposes

Person Responsible

Alethea Tarabishi

Schedule

On 10/31/2014

Evidence of Completion

Lesson plans; observation during student work time "They do"

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Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

observe for more rigorous tasks for higher students

Person Responsible

Alethea Tarabishi

Schedule

Monthly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Lesson plans, observing work time and tasks

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

observe for more rigorous tasks for higher students

Person Responsible

Alethea Tarabishi

Schedule

Monthly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Lesson plans, observing work time and tasks

G2.B6 An increased population in non-English speakers 2

B094198

G2.B6.S1 partner with someone who can speak dual language and interpret; student carries personal language dictionary; district ESOL support 4

S120296

Strategy Rationale

Aid students in comprehending math text to meet the standard

Action Step 1 5

Provide strategies and support in getting district support and qualifying materials

Person Responsible

Rebecca Eblin

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Logs; ESOL folder

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Provide strategies and support in getting district support and qualifying materials

Person Responsible

Rebecca Eblin

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Logs; ESOL folder

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 `7`

student engagement, participation, math work

Person Responsible

Rebecca Eblin

Schedule

Quarterly, from 10/1/2014 to 5/1/2015

Evidence of Completion

student engagement, participation, math work

G3. In 2015, 58% (126/191) of students will score at Achievement Level 3 or higher in Reading. `1`

G039168

G3.B2 Grades 3 and 4 will implement Achieve 3000 `2`

B094201

G3.B2.S1 Increase overall support for teachers using online differentiated instruction to improve reading and writing for all readers to increase reading proficiency. `4`

S118713

Strategy Rationale

Extra support needed due to novice status

Action Step 1 `5`

Novice teachers will be provided with increased hands-on support, training and guidance in an effort to increase student learning and engagement.

Person Responsible

Denise Pedro

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Novice teachers will demonstrate an increased understanding of district expectations for learning

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

Novice teachers will be provided with increased hands-on support, training and guidance in an effort to increase student learning and engagement.

Person Responsible

Denise Pedro

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Novice teachers will demonstrate an increased understanding of district expectations for learning

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

Novice teachers will be provided with increased hands-on support, training and guidance in an effort to increase student learning and engagement.

Person Responsible

Denise Pedro

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Novice teachers will demonstrate an increased understanding of district expectations for learning CGA Exit tickets i-Ready DAR Achieve 3000 Write to Learn FSA

G3.B3 Students lack foundational skills 2

B107095

G3.B3.S1 Gain parental support by facilitating engaging school activities that require student/parent interaction. Provide opportunities for parents/guardians to engage in classroom activities Keep parent website up to date with relevant information regarding testing and FL State Standards. 4

S118515

Strategy Rationale

To increase parental understanding of academic expectations for all students

Action Step 1 5

Provide regular opportunities for parent involvement

Person Responsible

Cassandra DeLay

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign in sheets School website will reflect number of site views

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Provide regular opportunities for parent involvement

Person Responsible

Cassandra DeLay

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign in sheets School website will reflect number of site views

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Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

</div>

Document the increase in parent volunteers at the school and parental attendees at school functions.

Person Responsible

Cassandra DeLay

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign in sheets that document parental attendance School website will reflect number of site views

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Data Chats	Washington, Anastasia	10/1/2014	CGA's iReady FSA Student grades each nine weeks IPDP's	5/29/2015 quarterly
G1.B1.S1.A1	Provide professional development on increasing rigor in science instruction.	DeLay, Cassandra	8/18/2014	Sign-in sheets, agenda, exit tickets	6/5/2015 one-time
G1.B1.S2.A1	Regularly review lesson plans for HOT questions.	DeLay, Cassandra	8/18/2014	Feedback on lesson plans	6/5/2015 monthly
G1.B2.S1.A1	Conduct regularly scheduled walkthroughs to monitor science instruction	DeLay, Cassandra	8/18/2014	Walkthrough forms and tracking sheets	6/5/2015 monthly
G3.B3.S1.A1	Provide regular opportunities for parent involvement	DeLay, Cassandra	8/18/2014	Sign in sheets School website will reflect number of site views	6/5/2015 monthly
G3.B2.S1.A1	Novice teachers will be provided with increased hands-on support, training and guidance in an effort to increase student learning and engagement.	Pedro, Denise	8/18/2014	Novice teachers will demonstrate an increased understanding of district expectations for learning	6/5/2015 daily
G2.B2.S1.A1	Common Planning	Tarabishi, Alethea	9/1/2014	Attendance sheets	5/29/2015 biweekly
G2.B4.S1.A1	Model lessons as needed; set up observations inter/intra school per request or suggestion	Tarabishi, Alethea	9/1/2014	observation logs, feedback, post conference logs	5/29/2015 weekly
G2.B5.S1.A1	strategies to increase rigor for enrichment purposes	Tarabishi, Alethea	10/1/2014	Lesson plans; observation during student work time "They do"	10/31/2014 one-time
G2.B6.S1.A1	Provide strategies and support in getting district support and qualifying materials	Eblin, Rebecca	10/1/2014	Logs; ESOL folder	5/1/2015 monthly
G1.MA1	CGA data, Classroom Assessments, Student Report Card Grades	DeLay, Cassandra	8/18/2014	This will be evidenced by implementation of the four pillars of instruction across the content area monitored by CGA data, Classroom Assessments, Student Report Card Grades and FCAT results.	6/5/2015 quarterly
G1.B1.S1.MA1	Student performance on assessment	DeLay, Cassandra	1/30/2015	Science CGA Student Assessment Exit Tickets FSA 2015	2/28/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Provide professional development on increasing rigor in science instruction.	DeLay, Cassandra	8/18/2014	Sign-In Sheets Agenda Exit Tickets	6/5/2015 one-time
G1.B2.S1.MA1	Teachers are following master schedule requirements and curriculum guides	DeLay, Cassandra	8/18/2014	Master/Classroom schedules, lesson plans, walkthrough forms, walkthrough tracking sheet	6/5/2015 monthly
G1.B2.S1.MA1	Conduct regularly scheduled walkthroughs to monitor science instruction	DeLay, Cassandra	8/18/2014	Walkthrough feedback forms Anecdotal records Walkthrough tracking sheet	6/5/2015 monthly
G1.B1.S2.MA1	Regularly review lesson plans for HOT questions.	DeLay, Cassandra	8/18/2014	Science lesson plans, Student Interactive Journals	6/5/2015 monthly
G1.B1.S2.MA1	Regularly review lesson plans for HOT questions.	DeLay, Cassandra	8/18/2014	Feedback on lesson plans	6/5/2015 monthly
G2.MA1	Increased student engagement; on task behavior; accountable talk	Washington, Anastasia	10/1/2014	Increase the frequency with which teachers employ effective questioning in daily math lessons to increase student performance and participation; students taking ownership in their learning as evidenced by journal entries and reflections.	12/19/2014 monthly
G2.B1.S1.MA1	Looking at student data to measure effectiveness of data chats to differentiate instruction	Washington, Anastasia	11/3/2014	Tracking sheet and student data CGA i-Ready FSA	5/29/2015 quarterly
G2.B1.S1.MA1	Using a calendar or tracking sheets as evidence of data review	Washington, Anastasia	11/3/2014	Tracking sheets and student data	5/29/2015 quarterly
G2.B2.S1.MA1	Data Team Meetings	Washington, Anastasia	9/1/2014	Logs, meeting agendas	5/29/2015 weekly
G2.B2.S1.MA1	Common Planning	Tarabishi, Alethea	9/1/2014	Attendance sheets, log of discussion and topics, lesson presentation observations	5/29/2015 biweekly
G2.B4.S1.MA1	Coach observation after the teacher has observed modeling of the GRM.	Tarabishi, Alethea	10/1/2014	post-observation logs, feedback forms	5/29/2015 monthly
G2.B4.S1.MA1	Model lessons as needed; set up observations inter/intra school per request or suggestion	Tarabishi, Alethea	9/1/2014	observation logs, feedback forms, post-conferences with teacher	5/29/2015 one-time
G2.B5.S1.MA1	observe for more rigorous tasks for higher students	Tarabishi, Alethea	11/3/2014	Lesson plans, observing work time and tasks	5/29/2015 monthly
G2.B5.S1.MA1	observe for more rigorous tasks for higher students	Tarabishi, Alethea	11/3/2014	Lesson plans, observing work time and tasks	5/29/2015 monthly
G2.B6.S1.MA1	student engagement, participation, math work	Eblin, Rebecca	10/1/2014	student engagement, participation, math work	5/1/2015 quarterly
G2.B6.S1.MA1	Provide strategies and support in getting district support and qualifying materials	Eblin, Rebecca	10/1/2014	Logs; ESOL folder	5/1/2015 monthly
G3.MA1	Novice teachers will be provided with increased hands-on support, training and guidance in an effort to increase student learning and engagement.	Pedro, Denise	8/18/2014	All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in content areas, and they will consistently meet those expectations in their classrooms.	6/5/2015 daily
G3.B3.S1.MA1	Document the increase in parent volunteers at the school and parental attendees at school functions.	DeLay, Cassandra	8/18/2014	Sign in sheets that document parental attendance School website will reflect number of site views	6/5/2015 monthly
G3.B3.S1.MA1	Provide regular opportunities for parent involvement	DeLay, Cassandra	8/18/2014	Sign in sheets School website will reflect number of site views	6/5/2015 monthly
G3.B2.S1.MA1	Novice teachers will be provided with increased hands-on support, training and guidance in an effort to increase student learning and engagement.	Pedro, Denise	8/18/2014	Novice teachers will demonstrate an increased understanding of district expectations for learning CGA Exit tickets i-Ready DAR Achieve 3000 Write to Learn FSA	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1	Novice teachers will be provided with increased hands-on support, training and guidance in an effort to increase student learning and engagement.	Pedro, Denise	8/18/2014	Novice teachers will demonstrate an increased understanding of district expectations for learning	6/5/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. In 2015, 60% (43/72) of students will score at Achievement Level 3 or higher on the FCAT 2.0 Science in the spring of 2015.

G1.B1 Lack of Rigorous instruction Reading deficiencies Lack of Parent Involvement Lack of student engagement Curriculum alignment and collaboration

G1.B1.S1 Use Prescribed engaging inquiry based lessons in district curriculum guides

PD Opportunity 1

Provide professional development on increasing rigor in science instruction.

Facilitator

DeLay, Cassandra

Participants

Science Teachers all grade levels

Schedule

On 6/5/2015

G1.B1.S2 Include High Order Testable questioning in lesson planning and delivery.

PD Opportunity 1

Regularly review lesson plans for HOT questions.

Facilitator

DeLay, Cassandra

Participants

Science Teachers all grade levels

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G1.B2 Teacher accountability in non-tested grade levels Materials (Curriculum Guide referenced materials) Limited computer access in homes of students

G1.B2.S1 Conduct regularly scheduled walkthroughs to monitor the use of GRRM during instruction to ensure appropriate use of activities and maximization of the use of instructional time.

PD Opportunity 1

Conduct regularly scheduled walkthroughs to monitor science instruction

Facilitator

DeLay, Cassandra

Participants

Science Teachers all grade levels

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G2. In 2015, 62% (118/191) will score at achievement level of 3 or higher on the spring administration of the FSA in Math.

G2.B5 Higher level students need appropriate enrichment activities to stimulate learning

G2.B5.S1 develop tasks to challenge and enrich the higher leveled students

PD Opportunity 1

strategies to increase rigor for enrichment purposes

Facilitator

Alethea Tarabishi

Participants

Math Teachers

Schedule

On 10/31/2014

G3. In 2015, 58% (126/191) of students will score at Achievement Level 3 or higher in Reading.

G3.B2 Grades 3 and 4 will implement Achieve 3000

G3.B2.S1 Increase overall support for teachers using online differentiated instruction to improve reading and writing for all readers to increase reading proficiency.

PD Opportunity 1

Novice teachers will be provided with increased hands-on support, training and guidance in an effort to increase student learning and engagement.

Facilitator

Denise Pedro - pedrod@duvalschools.org

Participants

Novice and tiered teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

Technical Assistance Items

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

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Budget Rollup

Summary	
Description	**Total**
Goal 2: In 2015, 62% (118/191) will score at achievement level of 3 or higher on the spring administration of the FSA in Math.	0
Grand Total	**0**

Goal 2: In 2015, 62% (118/191) will score at achievement level of 3 or higher on the spring administration of the FSA in Math.		
Description	**Source**	**Total**
B1.S1.A1 - Supplemental Academic Instruction (SAI) is provided for our 3rd-5th grade students in Tier 2 and 3 through our in school tutoring program.	Title I Part A	0
B1.S1.A1 - Supplemental Academic Instruction (SAI) is provided for our 3rd-5th grade students in Tier 2 and 3 through our in school tutoring program.	Title I Part A	0
Total Goal 2		**0**