

Duval County Public Schools

West Jacksonville Elementary School



2015-16 School Improvement Plan

West Jacksonville Elementary School

2115 COMMONWEALTH AVE, Jacksonville, FL 32209

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	89%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	F	F	D

*Preliminary Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	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

To provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement

Every student is inspired and prepared for success in college or a career, and life.

School Environment

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

West Jacksonville Elementary uses the Gallup Student Poll which measures student hope for the future, engagement with school, and well-being - factors that have been shown to drive students' grades, achievement scores, retention, and future employment. The Gallup Student Poll student survey takes approximately 10 minutes to complete. In addition to several demographic questions such as age, grade, and gender, students are asked 20 questions about what they do, how they think, and how they feel about their home, school, and community life. The faculty reviews the results and sets goals based on the data provided.

In addition to using the Gallup results, the faculty members meet weekly in Professional Learning Communities (PLC's) where they review the student data and plan lessons that are both relevant to the student interest and rigorous. Data chats are held with the students where goal setting is discussed and implemented with each student.

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

Our school fully implements the CHAMPS model for classroom management. We also have Hero, a school-wide discipline plan that is implemented throughout the building. We offer several student groups through our Guidance Department that focuses on student behavior, goal setting, and life-long learning. There are two groups aimed specifically for girls and two groups aimed specifically for boys. We also offer the Team Up program that is sponsored by the Boys and Girls Club of Northeast Florida. During Team Up the students receive not only academic support but also two hours of enrichment activities and groups.

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

West Jacksonville implements the CHAMPS program for classroom management. All teachers have been trained in CHAMPS. We utilize the "Flip Chart" method of maintaining classroom management. This discipline plan works in alignment with the classroom rules, rewards and consequences. Each "color" denotes a child's behavior. Behavior rules and consequences are enforced throughout the school. A copy of our plan was provided to each child to share with their parents.

Behavior Color Code

Bad Choices - not following classroom procedures, not using time wisely, not following directions, not conducting themselves appropriately, and not keeping hands, feet, objects, and unnecessary

comments to yourself Consequences for Classroom Behavior

Blue Card – Student has made no bad choices

Green Card - Student makes ONE bad choice (A warning is given and no further action is taken)

Yellow Card – Student has made TWO bad choices Parent/guardian contact – (Notification will be sent home. If

notification of behavior is not signed and returned the next day, it will possibly result in, time out within the

classroom, loss of privilege, study hall during recess, or work detail).

Orange Card – Student has made THREE bad choices (Time outside the classroom in a supervised area)

Red Card – Student has made THREE bad choices (Referral to the office with documentation of the aforementioned interventions)

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

Our School Counselor conducts classroom guidance lessons bi-weekly with each classroom. These lessons typically are scheduled for 1 hour each. We also partner with Paxon Full Service Schools where we refer our students and families in need of community services, counseling services and mentoring. As previously stated, we offer several student groups through our Guidance Department that focus in on student behavior, goal setting, and life-long learning. There are two groups aimed specifically for girls and two groups aimed specifically for boys.

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

Our school Early Warning System is comprised of our Response to Intervention team that meets monthly with teachers to identify students who are "at risk". Our Early Warning Indicators include:

- Attendance below 90%
- One or more suspensions from school
- Course failure in English Language Arts or Mathematics
- Level 1 score on the statewide assessments
- Below average performance on the district assessments.

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	7	4	4	2	7	2	26
One or more suspensions	11	8	3	6	2	2	32
Course failure in ELA or Math	0	6	2	1	4	2	15
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level				Total
	K	1	3	5	
Students exhibiting two or more indicators	1	1	1	1	4

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

- Small group instruction with the teacher
- Small group instruction with the Reading Interventionist
- Small group instruction with Administration
- Referral to Guidance
- Referral to Paxon Full Service Schools
- Implementation of a PMP
- Goal Setting
- Implementation of Rtl

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parent meetings will be held to discuss and provide input in developing academic and extra-curricular programs at West Jax. Parents will be given training on how to support their child at home to promote student achievement by maintaining basic skills to master grade-level standards. Parents and stakeholders will be notified by home-school communication folders, school messenger, school website, and marquee.

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

West Jacksonville is committed to building partnerships with community stakeholders on a monthly basis. Our goal is to provide our students the opportunity to interact with various professionals from the Jacksonville and surrounding areas by having question and answer sessions. These visitations will inspire students to be their best and to reach all of their goals.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
	Principal
Sapp, Augena	Assistant Principal
Milner, Jasmine	Instructional Coach
Roberts, Faith	Instructional Coach
Taylor, LaShanda	Other

Duties

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

The team meets weekly to evaluate the data and oversee the academic and behavioral work of the school. Current operating structures within the school are used to provide leadership to the Rtl process. These operating structures include current building leadership teams, professional learning communities, and grade level teams. For the most intensive interventions, the Rtl leadership team will closely monitor the progress of students receiving Tier 3 interventions. Students will then be referred to the Guidance Team who will make the determination if the student’s data supports a meeting with the MRT Team.

Principal: Michele Floyd-Hatcher - provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing Rtl; conducts assessment of Rtl skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support Rtl implementation; and communicates with parents regarding school-based Rtl plans and activities. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions. Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on 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; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Assistant Principal: Augena Sapp - provide a common vision for the use of data-based decision-making; ensures that the school-based team is implementing Rtl; conducts assessment of Rtl skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support Rtl implementation; and communicates with parents regarding school-based Rtl plans and activities. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions. Leads and evaluates school core content standards/programs; identifies and analyzes existing literature on 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; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Reading Coach -Faith Roberts-Graham - Provides leadership to the entire staff in the areas of

Reading, English Language Arts, and Writing. Leads the professional learning for teachers in the area of Reading. Conducts weekly trainings with teachers during their Common Planning time, monitors the school data in the area of reading, monitors student progress in the area of reading, models instruction for teachers, and conducts small group instruction with students.

Math Coach - Jasmine Milner - Provides leadership to the entire staff in the area of Math. Leads the professional learning for teachers in the area of Math. Conducts weekly trainings with teachers during their Common Planning time, monitors the school data in the area of Math and science, monitors student progress in the area of Math, models instruction for teachers, and conducts small group instruction with students.

Foundations Chair: Augena Sapp- Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

Behavior Interventionist: LaShanda Taylor- Assists in the development and implementation of interventions that address at risk students; administers disciplinary procedures in accordance with district policies; receives referrals and confers with students, parents, teacher, and community agencies; responds to and resolves parent, student, and staff concerns and complaints; observes and recognizes positive behavior; monitors students during breakfast, lunch, and other activities; instructs students on appropriate behavior; participates as needed in Individual Educational Plan meetings.

Rtl Facilitator: Janerica Delice- participates on Building Leadership Team; acts as liaison for implementation of Rtl at the school level; receives ongoing Rtl training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support Rtl.

School Counselor: Janerica Delice- provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools 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; provides group and individual student interventions; and conducts direct observation of student behavior. Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.

Professional Development Facilitator: Jasmine Milner- develops or brokers technology necessary to manage and display data; provides professional development and technical support to new teachers and staff regarding data management and display

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school-based Rtl Leadership Team consists of these positions:

Principal

Assistant Principal

Academic Coaches

Additional members that support Rtl implementation include the following:

Guidance Counselor: Janerica Delice

General Education Teachers: Edward Grant

Special Education Teacher: Kara Bragg

Foundations Team Chair: AuGena Sapp

Behavior Interventionist: LaShanda Taylor

The core academic Leadership Team meets weekly. The Rtl Leadership team meets monthly. The school-based Rtl Leadership Team leads the faculty in a review of the data and, with input from

building instructional teams, develops individual plans for students and the initial draft of the School Improvement Plan. The district curriculum is used in all classrooms.
SAI Funds-used for Saturday School tutoring for 3rd-5th grade students scoring in the bottom quartile on district assessments
Title I, Part A funds-allocated for Reading Interventionist, .5 Media
Title I, Part A District Allocation funds-pays for a Reading Coach, Math Coach, Pre-K Success By 6 Teacher and paraprofessional
All resources are inventoried annually and collected at the end of the year. This inventory is maintained in the schools Destiny (textbook) system as well as on tracking logs for technology and other resources excluding textbooks.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michele Floyd-Hatcher	Principal
Augena Sapp	Education Support Employee
Janerica Delice	Teacher
Asia O'Neal	Teacher
Chantay Owens	Parent
Antonio Owens	Parent
Dorthea Gordan	Parent
Jessica Pastor	Parent
Audrian Funchess	Parent
Betty Metz	Business/Community

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

The SAC committee met at the end of the year to review the progress made with the previous SIP and to begin planning ideas for the new school year.

Development of this school improvement plan

- Review school budget.
- Provide input in the creation of the SIP.
- Review student achievement data as a whole school. (individual data is confidential)
- Make recommendations and suggestions for literacy program.
- Evaluate school programs and make necessary suggestions
- Select appropriate items, supplies, or equipment to purchase using School Improvement Funds

Preparation of the school's annual budget and plan

SAC reviews the budget and makes suggestions to the school on how to best allocate spending.

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

1. Increase opportunities for hands-on learning experiences through the use of manipulatives (i.e., rekenreks, digital scales, spring scales, fractions tiles, etc.)
2. Increase student engagement through the use on whiteboards

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:

Name	Title
Hickson, Natasha	Teacher, K-12
Sapp, Augena	Assistant Principal
Roberts, Faith	Instructional Coach
Banks, Angela	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

- 1 Design and implement instruction that uses formal and informal assessment instruments.
- 2 Language Development through the use of effective vocabulary instruction, read alouds and independent reading, and the million word campaign.
- 3 Alignment of the curriculum of literacy standards, instructional materials, and teaching strategies to increase reading comprehension.
- 4 Train teachers using best practices to improve reading and writing performance of all students
- 5 Facilitates meetings to address student achievement and best practices based on student data, programs, and activities
- 6 Facilitates professional development workshop during Early Dismissal Days
- 7 Facilitate School-wide Reading Campaign and Celebrations

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

Weekly Common Planning is mandatory at West Jacksonville Elementary. Teachers build professional relationships through collaboration as they plan rigorous lessons. District and school academic coaches also provide focused training during our Early Release Days. Team building activities are planned by the administration in an effort to created a strong unified team that share a common goal.

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

1. Ongoing training at both the school level (Early Release, Faculty Meeting, and Planning Day sessions) and district level (content training and leadership development)
2. Having teachers take the role of leading training for staff.
3. Establishment of model classrooms for on-site PD for all teachers

4. Ongoing mentorship at the school level by CET trained teachers
5. Plan monthly team building activities for the staff to foster a positive relationship.

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

All new teachers are assisted by our Professional Development Facilitator (PDF). Our PDF assigns each new hire a mentor teacher who assists them in any way needed. The PDF assists them with completing their TIP portfolio. New teachers are also provided with release time to go and visit model classrooms at other schools with similar demographics.

Monthly training at school level on the six Educator Accomplished Practices:

1. Instructional Design and Lesson Planning

Align instruction with state-adopted standards at the appropriate level of rigor

2. Learning Environment

CHAMPs (professional book study as a follow-up to the required district training)

3. Instructional Delivery and Facilitation

Gradual Release Model (Professional Book Study)

4. Assessment.

How to analyze and apply data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

Rationale for Pairing:

Teaching experience (when & where)

? Grade level

? Content area

? Availability of common planning time

? Physical proximity of classrooms

? Teaching style and philosophy

? Common interests

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

West Jacksonville teachers use the Duval County Curriculum Guide. The lessons in the curriculum guide are created by district coaches and other effective content area professionals who craft lessons guided by the Florida Standards. Each teacher has an Instructional Toolkit that contains the Florida Standards and the Duval County Curriculum Guide and Item Specifications. This toolkit is used each week during Common Planning.

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

Data will be analyzed to create groups of students with common gaps in instruction. The teachers will take these groups and create learning opportunities that will fill these gaps. The instruction will be differentiated according to the student's needs. The groups will be fluid with students moving into and out of the groups depending on mastery of the skill. Students that have already reached mastery of the specific skill will be grouped together to further push their learning.

Data will also be used to determine which students the Interventionist will work with during their targeted small group instruction. The Exceptional Student Education teacher will use data to determine the success rate of the students that she serves as well as to write the student goals on their IEP. The Rtl team will use data to make informed decisions about students who may need to be referred for additional services or interventions.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,200

We will utilize the following curriculum during the Extended Hour of instruction:

*The Comprehension Toolkit Grades K – 5

*Phonics Lessons: Letters, Words, and How they Work: Grades K – 2

*Word Study Lessons: Word Meanings/Vocabulary Grades 3 – 6

Strategy Rationale

We have seen great success here at West Jacksonville after utilizing these resources.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

*The Comprehension Toolkit is an intensive course of study designed to help primary and intermediate-grade students understand, respond to, and learn from nonfiction text. With the teaching and learning focus on comprehension strategies, the Toolkit provides a foundation for developing independent readers and learners across the curriculum.

**The Phonics & Word Study Lessons will expand and refine our students reading powers. Word Meaning/Vocabulary (category 7) will expand students listening, speaking, reading, and writing vocabularies so that they can comprehend the more complex texts they are reading and (support our fourth graders) produce more interesting writing.

The effectiveness of these strategy is collected through the use of retelling rubrics, classroom assessments, district assessments, state assessments, and reading conferences using retelling comprehension strategies.

Strategy: After School Program

Minutes added to school year: 0

Team Up after school program sponsored by the Boys and Girls Club of Northeast Florida.

Strategy Rationale

This program will provide academic tutoring as well as enrichment instruction for our students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Roberts, Faith, robertsf@duvalschools.org

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

School based data will be used. Team Up tracking data will also be used.

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

Kindergarten teachers will collaborate with Pre-K teachers to develop a collegial relationship in alignment of core standards and create a learning trajectory to promote student achievement. Parent meetings are held between the Pre-K parents and the Kindergarten teachers so that they will be prepared for their child to enter kindergarten. Each year we send home summer work packets with students to continue their learning during the summer break. These packets are provided by the next grade level that they will be entering.

Middle School counselors will meet with fifth grade students and their parents to discuss the transition to middle school and share school choice options. In addition, parents will be encouraged to participate in school tours in order to help them make informed decisions.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If there is a focus on the three distinct shifts drawn from the CCSS with fidelity and students receive regular practice with complex text/application and its academic language, then student achievement will increase in all core subject areas.
- G2.** If there is a strong implementation with fidelity of PBIS and HERO systems that target positive behavior, then there will be a decrease in the number of discipline referrals.
- G3.** If there is an emphasis on connecting learning within and across grade-levels through procedural skill/fluency and application shifts in all core subject areas, then there will be an increase in student achievement.

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. If there is a focus on the three distinct shifts drawn from the CCSS with fidelity and students receive regular practice with complex text/application and its academic language, then student achievement will increase in all core subject areas. **1a**

 G071656

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	30.0
FSA Mathematics - Achievement	30.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal **2**

- Duval Reads
- Language Arts Standards (LAFS)
- Novel Studies
- Florida Standard Assessment Item Specifications
- Instructional Coach
- Weekly Common Planning
- District Reading, Math, and Science Specialist
- Curriculum Guides
- I-Ready Diagnostic Assessment and Blended Learning
- Achieve 3000
- Module Assessments
- Math Florida Standards (MAFS)
- Baseline Assessments
- Duval Math
- Gizmos
- Grade 5 FCAT 2.0 Science Item Specifications
- Grade 5 Science NGSSS

Targeted Barriers to Achieving the Goal **3**

- This is a pilot year for our new curriculum Duval Reads, Duval Math and the Literacy/Math Shifts. Teacher preparedness, knowledge of content, and confidence of instructional delivery needs professional development.
- Teachers lack of knowledge in disaggregation of data.

Plan to Monitor Progress Toward G1. 8

The following data will be collected and monitored throughout the year to monitor progress toward meeting the goal: Module Assessments and Blended Learning Reports

Person Responsible

Augena Sapp

Schedule

Biweekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

The following evidence will be collected as evidence of monitoring for progress toward meeting the goal: i-Ready Assessment Data, Achieve Assessment Data, and District-Based Assessments

G2. If there is a strong implementation with fidelity of PBIS and HERO systems that target positive behavior, then there will be a decrease in the number of discipline referrals. 1a

G071657

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	10.0
Discipline incidents	180.0

Resources Available to Support the Goal 2

- Focus
- Hero
- Foundations Committee Data
- CHAMPs
-
-
-
-
-
-

Targeted Barriers to Achieving the Goal 3

- Teachers are not trained on the implementation of the school positive behavioral system.
-

Plan to Monitor Progress Toward G2. 8

The following data will be used to monitor progress toward meeting the goal: HERO data, FOCUS Discipline Data, Teacher scatter plot charts

Person Responsible

Augena Sapp

Schedule

Quarterly, from 9/4/2015 to 6/2/2016

Evidence of Completion

Collaborative discipline data agendas, monthly reports, teacher observations

G3. If there is an emphasis on connecting learning within and across grade-levels through procedural skill/ fluency and application shifts in all core subject areas, then there will be an increase in student achievement. **1a**

 G071658

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	30.0
FSA Mathematics - Achievement	30.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal **2**

- Duval Reads
- Language Arts Florida Standards (LAFS)
- Florida Standards Assessment Item Specifications
- Instructional Coach
- Grade 5 FCAT 2.0 Science Item Specifications
- Grade 5 Science NGSSS
- Weekly Common Planning
- District Reading, Math, and Science Specialists
- Curriculum Guides
- i-Ready Diagnostic Assessment and Blended Learning
- Achieve 3000
- Module Assessments
- Math Florida Standards (MAFS)
- Baseline Assessments
- Duval Math
- Gizmos

Targeted Barriers to Achieving the Goal **3**

- Teachers are unfamiliar with grade-level content and resources
- Varying levels of student understanding of mathematics, ELA and science

Plan to Monitor Progress Toward G3. 8

The following data will be collected and reviewed throughout the year to determine progress toward the goal and/or targets: Coaching Logs, Formative Assessments- (Teacher Observation, Student Work), District-Based Assessments

Person Responsible

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

The following evidence will be collected as evidence of monitoring for progress toward meeting the goal: i-Ready Assessment Data, Achieve Assessment Data, and Module Assessments

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. If there is a focus on the three distinct shifts drawn from the CCSS with fidelity and students receive regular practice with complex text/application and its academic language, then student achievement will increase in all core subject areas. **1**

 G071656

G1.B1 This is a pilot year for our new curriculum Duval Reads, Duval Math and the Literacy/Math Shifts. Teacher preparedness, knowledge of content, and confidence of instructional delivery needs professional development. **2**

 B186820

G1.B1.S1 Provide professional development and weekly common planning for all teachers in the core subjects led by school-based and district coaches. **4**

 S198229

Strategy Rationale

If teachers are provided with professional development opportunities and weekly common planning, they will gain an understanding of the shifts in language arts, mathematics and science, as well as, an understanding of how to leverage curriculum resources to meet the expectations of the standards.

Action Step 1 **5**

Support teachers through unpacking and implementation of the ELA, Math and Science standards and item specifications.

Person Responsible

Augena Sapp

Schedule

Weekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

Attendance, Professional Development Survey, Agendas

Action Step 2 5

Provide support to teachers with instructional design for ELA, Math and Science

Person Responsible

Augena Sapp

Schedule

Weekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

Attendance, Lesson Plans, Agendas

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

Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.

Person Responsible

Faith Roberts

Schedule

Weekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

The following evidence will be collected/used to demonstrate whether there is fidelity of implementation: teacher observations, feedback forms, coaching logs and review of student work

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

Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.

Person Responsible

Jasmine Milner

Schedule

Weekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

The following evidence will be collected/used to demonstrate whether there is fidelity of implementation: teacher observations, feedback forms, coaching logs, and review of students work

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

Effectiveness will be monitored through teacher observations and support provided the coaching cycle.

Person Responsible

Augena Sapp


Schedule

Weekly, from 9/2/2015 to 1/29/2016

Evidence of Completion

Teacher Feedback Forms, Observation, Student Work, and District-Based Data

G1.B2 Teachers lack of knowledge in disaggregation of data. 2

 B186821

G1.B2.S1 Provide teachers with support in analyzing and responding to school and district-based data

4

 S198230

Strategy Rationale

Teachers will be able to use the data to make instructional decisions and drive Tier II and Tier III instruction.

Action Step 1 5

Provide teachers with support in analyzing and disaggregation of data

Person Responsible

Augena Sapp

Schedule

Weekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

Coaching Logs, Agendas, Teacher Feedback

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

Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.

Person Responsible

Faith Roberts

Schedule

Weekly, from 9/3/2015 to 6/3/2016

Evidence of Completion

The following evidence will be collected/used to demonstrate whether there is fidelity of implementation: teacher observations, feedback forms, coaching logs, and data notebook

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

Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.

Person Responsible

Jasmine Milner

Schedule

Weekly, from 9/3/2015 to 6/3/2016

Evidence of Completion

The following evidence will be collected/used to demonstrate whether there is fidelity of implementation: teacher observations, feedback forms, coaching logs, and data notebook

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

Effectiveness will be monitored through teacher observations and support provided the coaching cycle.

Person Responsible

Augena Sapp

Schedule

Weekly, from 9/3/2015 to 6/3/2016

Evidence of Completion

Teacher Feedback Forms, Observation, Student Work, and District-Based Data

G2. If there is a strong implementation with fidelity of PBIS and HERO systems that target positive behavior, then there will be a decrease in the number of discipline referrals. 1

G071657

G2.B1 Teachers are not trained on the implementation of the school positive behavioral system. 2

B186822

G2.B1.S1 Support teachers by having bi-weekly chat and chew with the behavior interventionist to discuss level one classroom misbehaving. 4

S198231

Strategy Rationale

This will add consistency and increase school climate.

Action Step 1 5

Support teachers by having bi-weekly chat and chew with the behavior interventionist to discuss level one classroom misbehaving.

Person Responsible

LaShanda Taylor

Schedule

Weekly, from 9/4/2015 to 6/3/2016

Evidence of Completion

Foundations/Safety and Discipline Agendas, sign-in sheets, monthly data comparisons

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

Implementation of the school-wide positive behavior plan and strategies for improving frequent behaviors.

Person Responsible

LaShanda Taylor

Schedule

Weekly, from 9/4/2015 to 6/2/2016

Evidence of Completion

Discipline referral records, HERO tracking, sign-in logs for collaborative meetings.

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

The following data will be used to monitor effectiveness: Teacher Observation, HERO Tracking, Discipline Referral tracking

Person Responsible

Augena Sapp


Schedule

Quarterly, from 9/4/2015 to 6/2/2016

Evidence of Completion

Minutes from Foundation meetings and discipline data collection

G2.B2 2

 B186823

G2.B2.S1 Use data to drive differentiated instruction through teacher-led, student-led and blended learning centers **4**

 S198232

Strategy Rationale

Teachers will be able to provide differentiated instruction based on individual student need.

Action Step 1 5

Teachers will use data (i-Ready, Module Assessments, etc.) to plan weekly differentiated centers.

Person Responsible

Jasmine Milner

Schedule

Weekly, from 9/4/2015 to 6/2/2016

Evidence of Completion

Common Planning Agenda, Coaching Log, Data Chat Forms and Lesson Plans

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

Fidelity of implementation will be monitored through classroom observation, evidence of weekly lesson plans for differentiated instruction, and weekly common planning

Person Responsible

Michele Floyd-Hatcher

Schedule

Weekly, from 9/4/2015 to 9/4/2015

Evidence of Completion

Coaching Log, Anecdotal Logs, Feedback Forms

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

Effectiveness will be monitored through teacher observation, lesson plans, i-Ready Diagnostic Assessments, Module Assessments and Mid-Year Standards Mastery Assessment

Person Responsible

Michele Floyd-Hatcher

Schedule

Quarterly, from 9/4/2015 to 6/2/2016

Evidence of Completion


Anecdotal Notes, Feedback Forms, Data Chat Forms and Data Notebook

G3. If there is an emphasis on connecting learning within and across grade-levels through procedural skill/ fluency and application shifts in all core subject areas, then there will be an increase in student achievement.

1

 G071658

G3.B1 Teachers are unfamiliar with grade-level content and resources 2

 B186824

G3.B1.S1 Model and create a structure in the classroom that focuses on the instructional delivery of lessons using the new curriculum provided by the district. 4

 S198233

Strategy Rationale

Teachers will be able to gain a deeper understanding of how to leverage the curriculum with the framework of the Gradual Release of Responsibility Model.

Action Step 1 5

Provide teachers with support in instructional delivery and facilitation through common planning, peer observations and the coaching cycle.

Person Responsible

Augena Sapp

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Teacher Observation, Coaching Logs, Feedback Forms

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

Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.

Person Responsible

Faith Roberts

Schedule

Weekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

Coaching Logs, Lesson Plans, Teacher Observation

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

Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.

Person Responsible

Jasmine Milner

Schedule

Weekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.

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

Effectiveness will be monitored through teacher observation and support provided through the coaching cycle.

Person Responsible

Augena Sapp


Schedule

Weekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

Teacher Feedback Forms, Observation, Student Work, and District-Based Data

G3.B2 Varying levels of student understanding of mathematics, ELA and science **2**

 B186825

G3.B2.S1 Provide teachers with ongoing support in providing differentiated instruction **4**

 S198234

Strategy Rationale

Teachers will be able to design and deliver lessons that meet the needs of various learners.

Action Step 1 **5**

Provide teachers with support in designing lessons and activities that meet the needs of various learners.

Person Responsible

Augena Sapp

Schedule

Weekly, from 9/3/2015 to 6/3/2016

Evidence of Completion

Teacher Observations, Student Work, Lesson Plans, PLC Agendas, Attendance, Coaching Logs

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

Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.

Person Responsible

Faith Roberts

Schedule

Weekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

The following evidence will be collected/used to demonstrate whether there is fidelity of implementation: teacher observations, feedback forms, coaching logs and review of student work

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

Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.

Person Responsible

Jasmine Milner

Schedule

Weekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

The following evidence will be collected/used to demonstrate whether there is fidelity of implementation: teacher observations, feedback forms, coaching logs and review of student work

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

Effectiveness will be monitored through teacher observations and support provided the coaching cycle.

Person Responsible

Schedule

Weekly, from 9/2/2015 to 6/3/2016

Evidence of Completion

Teacher Feedback Forms, Observation, Student Work, and District-Based Data

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
G1.B1.S1.A1	Support teachers through unpacking and implementation of the ELA, Math and Science standards and item specifications.	Sapp, Augena	9/2/2015	Attendance, Professional Development Survey, Agendas	6/3/2016 weekly
G1.B2.S1.A1	Provide teachers with support in analyzing and disaggregation of data	Sapp, Augena	9/2/2015	Coaching Logs, Agendas, Teacher Feedback	6/3/2016 weekly
G2.B1.S1.A1	Support teachers by having bi-weekly chat and chew with the behavior interventionist to discuss level one classroom misbehaving.	Taylor, LaShanda	9/4/2015	Foundations/Safety and Discipline Agendas, sign-in sheets, monthly data comparisons	6/3/2016 weekly
G2.B2.S1.A1	Teachers will use data (i-Ready, Module Assessments, etc.) to plan weekly differentiated centers.	Milner, Jasmine	9/4/2015	Common Planning Agenda, Coaching Log, Data Chat Forms and Lesson Plans	6/2/2016 weekly

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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
G3.B1.S1.A1	Provide teachers with support in instructional delivery and facilitation through common planning, peer observations and the coaching cycle.	Sapp, Augena	9/7/2015	Teacher Observation, Coaching Logs, Feedback Forms	6/3/2016 weekly
G3.B2.S1.A1	Provide teachers with support in designing lessons and activities that meet the needs of various learners.	Sapp, Augena	9/3/2015	Teacher Observations, Student Work, Lesson Plans, PLC Agendas, Attendance, Coaching Logs	6/3/2016 weekly
G1.B1.S1.A2	Provide support to teachers with instructional design for ELA, Math and Science	Sapp, Augena	9/2/2015	Attendance, Lesson Plans, Agendas	6/3/2016 weekly
G1.MA1	The following data will be collected and monitored throughout the year to monitor progress toward meeting the goal: Module Assessments and Blended Learning Reports	Sapp, Augena	9/2/2015	The following evidence will be collected as evidence of monitoring for progress toward meeting the goal: i-Ready Assessment Data, Achieve Assessment Data, and District-Based Assessments	6/3/2016 biweekly
G1.B1.S1.MA1	Effectiveness will be monitored through teacher observations and support provided the coaching cycle.	Sapp, Augena	9/2/2015	Teacher Feedback Forms, Observation, Student Work, and District-Based Data	1/29/2016 weekly
G1.B1.S1.MA1	Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.	Roberts, Faith	9/2/2015	The following evidence will be collected/ used to demonstrate whether there is fidelity of implementation: teacher observations, feedback forms, coaching logs and review of student work	6/3/2016 weekly
G1.B1.S1.MA4	Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.	Milner, Jasmine	9/2/2015	The following evidence will be collected/ used to demonstrate whether there is fidelity of implementation: teacher observations, feedback forms, coaching logs, and review of students work	6/3/2016 weekly
G1.B2.S1.MA1	Effectiveness will be monitored through teacher observations and support provided the coaching cycle.	Sapp, Augena	9/3/2015	Teacher Feedback Forms, Observation, Student Work, and District-Based Data	6/3/2016 weekly
G1.B2.S1.MA1	Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.	Roberts, Faith	9/3/2015	The following evidence will be collected/ used to demonstrate whether there is fidelity of implementation: teacher observations, feedback forms, coaching logs, and data notebook	6/3/2016 weekly
G1.B2.S1.MA2	Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.	Milner, Jasmine	9/3/2015	The following evidence will be collected/ used to demonstrate whether there is fidelity of implementation: teacher observations, feedback forms, coaching logs, and data notebook	6/3/2016 weekly
G2.MA1	The following data will be used to monitor progress toward meeting the goal: HERO data, FOCUS Discipline Data, Teacher scatter plot charts	Sapp, Augena	9/4/2015	Collaborative discipline data agendas, monthly reports, teacher observations	6/2/2016 quarterly
G2.B1.S1.MA1	The following data will be used to monitor effectiveness: Teacher Observation, HERO Tracking, Discipline Referral tracking	Sapp, Augena	9/4/2015	Minutes from Foundation meetings and discipline data collection	6/2/2016 quarterly
G2.B1.S1.MA1	Implementation of the school-wide positive behavior plan and strategies for improving frequent behaviors.	Taylor, LaShanda	9/4/2015	Discipline referral records, HERO tracking, sign-in logs for collaborative meetings.	6/2/2016 weekly
G2.B2.S1.MA1	Effectiveness will be monitored through teacher observation, lesson plans, i-Ready Diagnostic Assessments, Module Assessments and Mid-Year Standards Mastery Assessment	Floyd-Hatcher, Michele	9/4/2015	Anecdotal Notes, Feedback Forms, Data Chat Forms and Data Notebook	6/2/2016 quarterly
G2.B2.S1.MA1	Fidelity of implementation will be monitored through classroom observation, evidence of weekly lesson plans for differentiated instruction, and weekly common planning	Floyd-Hatcher, Michele	9/4/2015	Coaching Log, Anecdotal Logs, Feedback Forms	9/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	The following data will be collected and reviewed throughout the year to determine progress toward the goal and/or targets: Coaching Logs, Formative Assessments- (Teacher Observation, Student Work), District-Based Assessments		9/7/2015	The following evidence will be collected as evidence of monitoring for progress toward meeting the goal: i-Ready Assessment Data, Achieve Assessment Data, and Module Assessments	6/3/2016 weekly
G3.B1.S1.MA1	Effectiveness will be monitored through teacher observation and support provided through the coaching cycle.	Sapp, Augena	9/2/2015	Teacher Feedback Forms, Observation, Student Work, and District-Based Data	6/3/2016 weekly
G3.B1.S1.MA1	Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.	Roberts, Faith	9/2/2015	Coaching Logs, Lesson Plans, Teacher Observation	6/3/2016 weekly
G3.B1.S1.MA3	Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.	Milner, Jasmine	9/2/2015	Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.	6/3/2016 weekly
G3.B2.S1.MA1	Effectiveness will be monitored through teacher observations and support provided the coaching cycle.		9/2/2015	Teacher Feedback Forms, Observation, Student Work, and District-Based Data	6/3/2016 weekly
G3.B2.S1.MA1	Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.	Roberts, Faith	9/2/2015	The following evidence will be collected/ used to demonstrate whether there is fidelity of implementation: teacher observations, feedback forms, coaching logs and review of student work	6/3/2016 weekly
G3.B2.S1.MA2	Fidelity of implementation will be monitored through teacher observations and support provided through the coaching cycle.	Milner, Jasmine	9/2/2015	The following evidence will be collected/ used to demonstrate whether there is fidelity of implementation: teacher observations, feedback forms, coaching logs and review of student work	6/3/2016 weekly

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 Opportunities

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

G1. If there is a focus on the three distinct shifts drawn from the CCSS with fidelity and students receive regular practice with complex text/application and its academic language, then student achievement will increase in all core subject areas.

G1.B1 This is a pilot year for our new curriculum Duval Reads, Duval Math and the Literacy/Math Shifts. Teacher preparedness, knowledge of content, and confidence of instructional delivery needs professional development.

G1.B1.S1 Provide professional development and weekly common planning for all teachers in the core subjects led by school-based and district coaches.

PD Opportunity 1

Support teachers through unpacking and implementation of the ELA, Math and Science standards and item specifications.

Facilitator

Faith Roberts-Graham, Michele Floyd-Hatcher, AuGena Sapp, Jasmine Milner and District Content Coaches

Participants

All Teachers

Schedule

Weekly, from 9/2/2015 to 6/3/2016

PD Opportunity 2

Provide support to teachers with instructional design for ELA, Math and Science

Facilitator

Faith Roberts-Graham, Michele Floyd-Hatcher, AuGena Sapp, Jasmine Milner and District Content Coaches

Participants

All Teachers

Schedule

Weekly, from 9/2/2015 to 6/3/2016

G1.B2 Teachers lack of knowledge in disaggregation of data.

G1.B2.S1 Provide teachers with support in analyzing and responding to school and district-based data

PD Opportunity 1

Provide teachers with support in analyzing and disaggregation of data

Facilitator

Augena Sapp, Michele Floyd-Hatcher, Faith Roberts-Graham, Jasmine Milner

Participants

All Teachers

Schedule

Weekly, from 9/2/2015 to 6/3/2016

G2. If there is a strong implementation with fidelity of PBIS and HERO systems that target positive behavior, then there will be a decrease in the number of discipline referrals.

G2.B1 Teachers are not trained on the implementation of the school positive behavioral system.

G2.B1.S1 Support teachers by having bi-weekly chat and chew with the behavior interventionist to discuss level one classroom misbehaving.

PD Opportunity 1

Support teachers by having bi-weekly chat and chew with the behavior interventionist to discuss level one classroom misbehaving.

Facilitator

Instructional Coach, District Specialist, and Administration

Participants

K-5 Teachers

Schedule

Weekly, from 9/4/2015 to 6/3/2016

G2.B2

G2.B2.S1 Use data to drive differentiated instruction through teacher-led, student-led and blended learning centers

PD Opportunity 1

Teachers will use data (i-Ready, Module Assessments, etc.) to plan weekly differentiated centers.

Facilitator

Instructional Coach, District Specialist, Administration

Participants

K-5 Math Teachers

Schedule

Weekly, from 9/4/2015 to 6/2/2016

G3. If there is an emphasis on connecting learning within and across grade-levels through procedural skill/ fluency and application shifts in all core subject areas, then there will be an increase in student achievement.

G3.B1 Teachers are unfamiliar with grade-level content and resources

G3.B1.S1 Model and create a structure in the classroom that focuses on the instructional delivery of lessons using the new curriculum provided by the district.

PD Opportunity 1

Provide teachers with support in instructional delivery and facilitation through common planning, peer observations and the coaching cycle.

Facilitator

Augena Sapp, Michele Floyd-Hatcher, Jasmine Milner, Faith Robert-Graham

Participants

All Teachers

Schedule

Weekly, from 9/7/2015 to 6/3/2016

G3.B2 Varying levels of student understanding of mathematics, ELA and science

G3.B2.S1 Provide teachers with ongoing support in providing differentiated instruction

PD Opportunity 1

Provide teachers with support in designing lessons and activities that meet the needs of various learners.

Facilitator

Augena Sapp, Michele Floyd-Hatcher, Jasmine Milner, Faith Roberts-Graham

Participants

All Teachers

Schedule

Weekly, from 9/3/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Support teachers through unpacking and implementation of the ELA, Math and Science standards and item specifications.	\$0.00
2	G1.B1.S1.A2	Provide support to teachers with instructional design for ELA, Math and Science	\$0.00
3	G1.B2.S1.A1	Provide teachers with support in analyzing and disaggregation of data	\$0.00
4	G2.B1.S1.A1	Support teachers by having bi-weekly chat and chew with the behavior interventionist to discuss level one classroom misbehaving.	\$0.00
5	G2.B2.S1.A1	Teachers will use data (i-Ready, Module Assessments, etc.) to plan weekly differentiated centers.	\$0.00
6	G3.B1.S1.A1	Provide teachers with support in instructional delivery and facilitation through common planning, peer observations and the coaching cycle.	\$0.00
7	G3.B2.S1.A1	Provide teachers with support in designing lessons and activities that meet the needs of various learners.	\$0.00
Total:			\$0.00