

Duval County Public Schools

# Westview K 8



2015-16 School Improvement Plan

## Westview K 8

5270 CONNIE JEAN RD, Jacksonville, FL 32210

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Combination	Yes	57%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	71%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	D*	C	B	A

\*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
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Westview K-8 is to develop life-long learners using best teaching practices and involving all stakeholders in creating an environmentally conscious community promoting green practices.

##### **Provide the school's vision statement**

The vision of Westview K-8 is to create an environmentally responsible and diverse learning community in which all stakeholders effectively collaborate to enhance student achievement and create life-long learners.

#### School Environment

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

The process by which Westview K-8 learns about students' cultures is embedded into several aspects of the curriculum at the beginning of the school year. Students complete a learning inventory that identifies their learning style, teachers plan getting to know me and team building activities.

Additionally, teachers build relationships with students by sponsoring academic clubs ( Scholar Bowl, National Junior Honor Society, and Science Club etc.) and extracurricular activities ( Safety Patrols, TV Production, Art Club, Band and chorus etc.)

The Climate Survey is administered to students and teachers annually. The results are analyzed by the Leadership Team and shared with all stakeholders. The faculty and staff analyze questions designed to measure the effectiveness of relationships between teachers and students. Adjustments are made based on the results of Climate Survey and other data sources to improve relationships between teachers and students.

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

Westview K-8 has established a Foundation's Team to implement and create a culture to ensure students feel safe before, during and after school. The Foundation's Team is consistently observing common areas before, during and after school to ensure that adequate adult supervision is provided in high traffic areas. Additionally, students are taught procedures for fire drills, code red, reporting bullying incidents, and stranger danger to increase students' awareness for safety. Guidance Counselors provide students with weekly lessons utilizing Learning for Life and Child Safety Matters Curriculum which teaches students about personal safety, character traits and respecting others. Moreover, teachers are utilizing the Second Step Curriculum to decrease the number of Bullying incidents that may occur before, during or after school.

##### **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**

Westview K-8 is implementing a school wide Positive Behavior Plan to minimize distractions during instructional time. The Positive Behavioral Plan will be supported by the HERO K-12 program, which



will include positive strategies such as Positive Referrals, In School Suspension Challenge, Quarterly Grade Level Rewards and specific positive reinforcement. Students will participate in quarterly grade level assemblies to review school expectations, Code of Conduct and to celebrate student success for adhering to district and school expectations as outlined in Student Code of Conduct. Additionally, students that continue to receive Code of Conduct violations will participate in Restorative Justice; a form of student led peer mediation to solve conflicts and to develop strategies for students dealing with a variety of conflicts. All teachers implement CHAMPS as a tier 2 strategy to establish clear expectations for students.

The Foundations Team will provide several professional development sessions for all stake holders to provide strategies for implementing the Positive Behavior Plan with fidelity. Also, stakeholders will analyze discipline data monthly during the School Advisory and faculty meetings.

**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**

Westview K-8 ensures the social-emotional needs of all students are met by implementing several strategies such as Guidance Target Groups, mentoring programs for at risk students, Health Screenings, and Full Service Counseling for students that are eligible to receive free outside counseling services from outside agencies.

**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**

The Leadership Team monitors the academic, attendance and discipline data of all students. Additionally, the Leadership Team reviews progress reports of all students and meet with all teachers collaboratively. Students that are struggling academically are placed on a Progress Monitoring Plan. The teacher meets with students and parents during a scheduled parent conference to discuss the students' academic progress and to develop a plan to ensure student's success. If the student's academic progress does not improve, the student is referred to the RtI Team to implement interventions as a strategy to improve the student's academic progress.

Moreover, students with more than three discipline referrals may be placed on a behavior contract, receive a mentor, participate in Student Option for Success Program to develop coping strategies. Students that have 3 or more unexcused absences will be placed on attendance contract during a parent conference. Parents will be required to meet monthly with the district and school counselors to monitor students attendance .

The following are additional early warning systems:

Two or more years over age

**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	6	7	8	
Attendance below 90 percent	24	18	10	14	17	16	5	5	5	114
One or more suspensions	6	4	27	11	28	95	163	165	96	595
Course failure in ELA or Math	2	1	0	3	1	0	5	0	0	12
Level 1 on statewide assessment	0	0	0	24	31	56	74	66	43	294

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	2	1	13	2	15	30	15	40	40	158

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

The following intervention strategies are implemented by stakeholders to improve the academic performance of students identified by early warning systems:

Elementary Students:

- \* Students scoring a level 1 on reading state assessments will receive additional reading support utilizing the Barton Curriculum
- \* Reading Interventionist will provide small group instruction for struggling students with an additional 30 minutes of reading support.

Middle School Students scoring a level 1 on state assessments:

- \* Level 1 in reading : Students are doubled block and scheduled into a Language Arts and reading enrichment class

Level 1 in math: Students are scheduled into an Math Enrichment Course

Students receiving e2 or more suspensions: Students are assigned an in school mentor and placed on a behavioral contract. Students participate in restorative justice: Peer Mediating group.

All students scoring a Level 1 or 2 on state assessments will participate and receive additional reading instruction during the extended school day.

**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?**

Yes

**PIP Link**

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

**Description**

Parents are highly encouraged and are presented with several opportunities to become involved in their child's education. All Parental Involvement Targets are aligned with School Improvement Targets in all aspects. All activities are designed to provide parents with extended learning opportunities that would lead to an increase in student achievement.

**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**

The school invites nearby businesses School Advisory Council Meetings to learn about the progress of Westview K-8. During monthly meetings, stakeholders provide support in the areas of need to foster learning for all students. The school is consistently working with faith based organizations, public library, day care owners, and business to support Westview as a strategy to improve student achievement.

## 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
Walker, Beverly	Principal
Metz, Melissa	Assistant Principal
Sweet, Candi	Assistant Principal
Gayle, Tonichia	Dean
Wright, Myra	Instructional Coach
Thomas, Jennifer	Instructional Coach
Pugh, Emma	Instructional Coach
Wisdom, Malone	Guidance Counselor
Reier, Angela	Instructional Coach

#### Duties

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

Principal: Beverly Walker - provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.

Assistant Principals: Melissa Metz and Candi Sweet - provide a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI 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.

Instructional Coaches: Jennifer Thomas and Myra Wright - develops, leads and evaluates school core content standards. identifies and analyzes scientifically based curriculum and interventions. identifies patterns of student needs while working with district personnel to identify appropriate evidence-based strategies. Assist with screening activities that provide intervening services for students at risk. Assist in design and implementation of progress monitoring, data collection and analysis; participates in the design and delivery of professional development. Supports the implementation of support Tier 1, 2 and 3 plans and provides support for assessment and implementation monitoring.

School Counselors: Malon Wisdom and Christy Ash - 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.

Dean of Students/ISSP Teacher: Marcus Thomas/Tonichia Gayle (Deans) Barbara Battle (ISSP) - 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.

Test Coordinator: Brianna Jefferson - Organizes and facilitates testing for Westview K-8. Testing Coordinator provides ongoing professional development for teachers as testing administrators, analyzing data and strategies on utilizing data to drive instruction.

ESE Lead/CSS Site Coach: Regina Patz and Jennifer Ellison - participate in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

**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 team meets monthly 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 in the 2015-2016 school year, 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.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Beverly Walker	Principal
Shakiva Glover	Parent
Ken Wolford	Business/Community
Shirley Ashline	Education Support Employee
Malon Wisdom	Teacher
Ray Kellum	Business/Community
Frank Hipps	Business/Community
Frances Newkirk-Brooks	Parent

#### 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*

During the 2013-2014 school year, SAC was actively involved in the evaluation of the school improvement plan. The school improvement plan was reviewed at the beginning of each meeting. Stakeholders provided support for academic programs such as; mentoring, counseling services, participation in Reading, Math and Science Night and Career Day. The school improvement goals were reviewed during each SAC meeting. SAC continuously provided feedback on ways that school could ensure the success of every student.

*Development of this school improvement plan*

SAC members will review school data trends and provide input regarding new targets and strategies.

*Preparation of the school's annual budget and plan*

To be determined by DCPS

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

To be determined by DCPS

***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
Metz, Melissa	Assistant Principal
Thomas, Jennifer	Instructional Coach
Wright, Myra	Instructional Coach

**Duties**

***Describe how the LLT promotes literacy within the school***

Ensure that all teachers participate in literacy related professional development with reading coaches. Establish a Book-of-the-Month program, participate in community reading programs, distribute reading lists for students and teachers, model effective reading instruction, notify faculty of professional development opportunities, attend state and national reading conferences, join reading related professional organizations, and encourage teachers to earn their Reading Endorsement. Support reading instruction through Common Core Standards and implementation of the Gradual Release Instructional Model.

**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**

Middle School teachers have a 90 minute common planning period built into their daily schedules. A day is designed for grade level planning and B days are designed for teachers to receive content professional development. Instructional coach, district specialist, and administrators provide professional development for teachers weekly based on their individual needs as identified from needs assessment surveys, classroom observations and reflections from previous professional development.

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

1. Respond to walk in and faxed resumes
2. Work with Human Resources Department to find quality applicants from college and university informational fairs.
3. Provide mentors, counseling, and training opportunities that support the district's standards based implementation design.
4. Mentoring and Induction for Novice Teachers (MINT) – Assists beginning teachers with meeting the professional requirements of the state statutes.
5. Clinical Educator Trainers (CET) – Observe and help mentor beginning and experience teachers.
6. Provide training, modeling and instruction design for classroom teachers surrounding the district's standards based implementation design. Serve as mentor to all teachers, observe and provide feedback to ensure quality classroom instruction.

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

Westview K-8 is aligned with the MINT mission and vision of Duval County Public Schools to provide a comprehensive teacher induction program that will enhance retention, teacher quality with the overall goal of increasing student achievement. Novice teachers are paired with mentor teachers based on need and the knowledge and experience of the mentor teacher.

**Overview**

Westview K-8 has designed a new teachers program especially for the teachers at Westview K-8. The goal of the New Teachers Program is to develop highly qualified teachers and empower them with best practices that will lead to improved student achievement for all students. In addition, the New Teacher's Program will also help to improve teacher retention at Westview K-8.

**New Teacher Orientation**

In addition to the district's new teacher orientation, all novice teachers will be invited to participate in a pre-back to school orientation at Westview K-8 held two weeks prior to pre-planning. During this week novice teachers will be provided with an exclusive tour and learn important facts about their new school. There will be professional development provided for the teachers by high performing teachers and school based administrators on lesson planning, the newly adopted reading initiative, CHAMPS, Envisions and Science. There will be additional provided professional development sessions on being a Green School, Westview's Vision Statement, technology, communicating with parents and the code of ethics.

Moreover, there will be a meet and greet planned during this week where the novice teachers will have the opportunity to meet their mentor.

**New Teacher's Professional Learning Community:**

All beginning teachers will be expected to participate in Westview K-8's Professional Learning Community. The New Teacher's Professional Learning Community will be a one year professional learning community in which new teachers will have the opportunity to collaborate with their mentors as well as other colleagues and learn best practices to enhance the their instructional delivery. The sessions for the new teachers program will be based:

- on the needs of the participants as identified in the beginning of the year survey
- classroom observations
- mentors
- Feedback provided by the participants from school and district professional development

In addition, participants will participate in at least two book studies. During the 1st semester the focus will be on establishing solid ritual and routines by reading *The First One Hundred Days* by Harry Wong and the 2nd semester teachers will read *What Great Teachers Do Differently: 14 Things That Matters Most* by Todd Whittaker. The participants in the New Teacher's Professional Learning Community will meet for one hour on the 1st and 3rd Monday of each month from 7:50 – 8:30.

## 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***

Core instruction and blended learning are aligned utilizing the district curriculum guide. Teachers plan all instruction based on the the Florida Standards Standards. All instruction is aligned with the four pillars to ensure students' success: rigor, students fully engaged, demonstrating ownership, and understanding. Teachers receive ongoing professional development to ensure that all instruction is aligned and implement with fidelity.

Additionally, middle school teachers have a 90 minute common planning period built into their daily schedules. A day is designed for grade level planning and B days are designed for teachers to receive content professional development. Instructional coach, district specialist, and administrators provide professional development for teachers weekly based on their individual needs as identified from needs assessment surveys, classroom observations and reflections from previous professional development.

#### 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 instructional delivery method for all core academic subjects embed stations as a strategy to provide students with instruction based on their needs as identified by variety of data sources. Also, teachers embed teacher led strategy or skill groups during the station time to provide students with additional support based on their needs. Language Arts(60 minutes) and Math (30 minutes) are designed to provided students with differentiated instruction based on their needs.

The technology programs (Achieve 3000 and I-Ready Reading and Math) are data driven and provide students with enrichment or remediation based on their needs.

***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: 2,220**

**Elementary Students:**

The after school program will focus on increasing student achievement in Language Arts. During the after school, students will rotate through the teacher led center 2-3 days based on their needs as identified from the data. The teacher will remediate students using various resources as aligned in the plan. The teacher led center will be two thirty minute rotations. The remaining students will rotate through I-Ready, Word Work, FCRR and strategy groups based on their individual needs. Enrichment students will rotate through I-Ready, literature circles and content based projects.

**Middle School Plan:**

Students will be grouped based on their individual needs as determined by previous FSA trends, Achieve 3000, Curriculum Guide, and SRA and DAR assessments. Level 1 and 2 students in Language Arts and Math will receive remediation. Language Art students will rotate through computer, vocabulary and fluency stations. Students will also work in a teacher led center. Teacher will assess students to monitor the effectiveness of remediation. Each station will be 20 minutes. Students will be group based on their individual needs as determined by data. Math students will participate in Math Stations during the after school program. Students will be identified based on FSA trends, Curriculum Guide Assessments and classroom performance. Students will rotate through computer, problem of the day requiring a written response, and real word problem stations. Students will work in a teacher led center. There will be three 20 minute rotations. Students will receive individualized instruction based on their needs.

**Strategy Rationale**

The framework for the after school program is designed to provide students with explicit instruction based on each student's academic needs that will lead to an increase in student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Walker, Beverly, walkerb2@duvalschools.org

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

The effectiveness of the after school program will be evaluated by assessments that teachers will administer after the remediation of a specific. Reports, curriculum guide assessments, performance task, attendance and discipline referrals will be sources of data collected to evaluate the effectiveness of the extended hour.

**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**



There are several strategies implemented to support the out going of cohorts of 8th grade students transitioning to high school. The Guidance Department sponsors an annual 8th grade parent night that is featured as a high school showcase. This night is designed to inform students and parents about the programs that each high school specializes in and the preparation for post high school. Additionally, the Guidance Counselor participates in vertical planning with high school guidance counselors to develop high school schedules. All 8th grade students participate in a a career class where students are able to develop a 4 year post high school plan.

### 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:

#### 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, teachers analyze, and implement I Ready and Achieve 3000 data, then, we will foster effective small group instruction in grades K-8.
- G2.** If, we utilize the Second Step Curriculum and Restorative Justice, then, we will be able to implement an effective school wide Anti-Bullying program.
- G3.** If, teachers analyze and implement Math I Ready data, then, we will implement effective small group Mathematical Practice instruction in grades K-8.
- G4.** If, teachers analyze assessment data and integrate benchmarks, then, we will implement effective daily Science instruction across all grade levels.

## 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, teachers analyze, and implement I Ready and Achieve 3000 data, then, we will foster effective small group instruction in grades K-8. 1a

G071703

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	50.0

**Resources Available to Support the Goal** 2

- Reading Coach K-8
- District Specialist
- Curriculum Guide
- Technology: I-Ready and Achieve 3000
- Teaching (Optional and Coaching Academy)
- Coaching Cycle/Lesson Study
- Florida State Assessment Item Specifications

**Targeted Barriers to Achieving the Goal** 3

- Lack of rigorous student centered instruction, student engagement, understanding, and ownership

**Plan to Monitor Progress Toward G1.** 8

iReady intervention screener report and Achieve 3000 data will be used to monitor progress.

**Person Responsible**

Melissa Metz

**Schedule**

Quarterly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

Assessment data

**G2.** If, we utilize the Second Step Curriculum and Restorative Justice, then, we will be able to implement an effective school wide Anti-Bullying program. 1a

G071704

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	45.0

**Resources Available to Support the Goal** 2

- School Resource Officer
- Second Step Curriculum
- Guidance Counselor
- Health Curriculum for Middle School

**Targeted Barriers to Achieving the Goal** 3

- Increase of student enrollment and the addition of the 8th grade team will lead to the potential of more cases of bullying and teasing.

**Plan to Monitor Progress Toward G2.** 8

Students will be surveyed quarterly to monitor the effectiveness of discipline incidents related to bullying

**Person Responsible**

Malone Wisdom

**Schedule**

Quarterly, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

Student exits slips and data from Gallup Pole Surveys, and reduction of discipline referrals

**G3.** If, teachers analyze and implement Math I Ready data, then, we will implement effective small group Mathematical Practice instruction in grades K-8. 1a

G071705

**Targets Supported** 1b

Indicator	Annual Target
Math Achievement District Assessment	60.0

**Resources Available to Support the Goal** 2

- Math Coach (K-8)
- District Specialist
- Curriculum Guide
- Curriculum Guide Assessments and School Common Assessments
- Technology: I-Ready (K-5), Carnegie (6-8), Digits (6-8)
- Math Manipulative
- Teaching (optional) and Coaching Academy
- Coaching Cycle/Lesson Study
- Math Investigations and enVisions
- Training Tests
- Florida State Assessment Item Specification

**Targeted Barriers to Achieving the Goal** 3

- Teachers implementing a rigorous data driven math rotations to meet the needs of each student

**Plan to Monitor Progress Toward G3.** 8

iReady intervention screener report data will be used to monitor progress.

**Person Responsible**

Candi Sweet

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Assessment Data.

**G4.** If, teachers analyze assessment data and integrate benchmarks, then, we will implement effective daily Science instruction across all grade levels. 1a

G071706

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	41.0
FCAT 2.0 Science Proficiency	30.0

**Resources Available to Support the Goal** 2

- Gizmos
- FCAT Explorer
- Curriculum Guides
- Curriculum Guide Assessments
- Lead teachers and Administrator

**Targeted Barriers to Achieving the Goal** 3

- Teachers providing students with science instruction on a daily basis
- FCAT covers Science Benchmarks in Kindergarten - 5th grade and Middle school 6th -8th grade

**Plan to Monitor Progress Toward G4.** 8

Effectiveness of Professional Development

**Person Responsible**

Candi Sweet

**Schedule**

Biweekly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

Lesson Plans, Reflections from Professional Development and increase in students' Curriculum Guide Assessments, Teacher feedback from Professional Development sessions.

## 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, teachers analyze, and implement I Ready and Achieve 3000 data, then, we will foster effective small group instruction in grades K-8. **1**

 G071703

**G1.B1** Lack of rigorous student centered instruction, student engagement, understanding, and ownership **2**

 B186930

**G1.B1.S1** Review and analyze I Ready data side-by-side, with standards during common planning to create student groups; in order to meet our target goal of 50% proficiency on the ELA District Assessment. **4**

 S198343

### Strategy Rationale

This will aid teachers in differentiating instruction based on student data aligned to the Florida State Standards.

### Action Step 1 **5**

Facilitate data analysis using the teacher/coach data analysis template to create student groups.

#### Person Responsible

Jennifer Thomas

#### Schedule

Weekly, from 8/31/2015 to 6/3/2016

#### Evidence of Completion

Agendas and Sign In Sheets

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

The assistant principal will attend and participate in common planning sessions.

**Person Responsible**

Melissa Metz

**Schedule**

Biweekly, from 8/31/2015 to 6/3/2016

***Evidence of Completion***

Agendas, Meeting Minutes, and observations

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

Classroom walk through and improved student achievement data

**Person Responsible**

Melissa Metz

**Schedule**

Quarterly, from 8/31/2015 to 6/3/2016

***Evidence of Completion***

Walk through feedback and student achievement data



**G1.B1.S2** Use common planning to plan differentiated small group instruction using I Ready data; in order to meet our target goal of 50% proficiency on the ELA District Assessment. 4

 S198344

### Strategy Rationale

Providing teachers with the opportunity to collaborate and develop a small group instruction tool box.

### Action Step 1 5

K-8 teachers will use I Ready and Achieve 3000 data analysis to create differentiated student groups and plan for differentiated instruction based in student need.

#### Person Responsible

Jennifer Thomas

#### Schedule

Daily, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Lesson Plan and Exit Slips

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

Instructional Coaches will complete classroom walk through's and monitor lesson plans.

#### Person Responsible

Jennifer Thomas

#### Schedule

Weekly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Observations scripts and Lesson Plans

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

Coaches will monitor lesson plans and push into classrooms for additional assistance.

**Person Responsible**

Jennifer Thomas

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Lesson Plans, Surveys, and Anecdotal Notes

**G1.B1.S3** Utilize instructional coaches to assist with small group instruction on a daily basis; in order to meet our target goal of 50% proficiency on the ELA District Assessment. 4

 S198345

**Strategy Rationale**

The coaches will bring additional knowledge base and instructional support.

**Action Step 1** 5

Coaches will push-in to the classrooms to work with small groups.

**Person Responsible**

Myra Wright

**Schedule**

Weekly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

Coach Logs

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Coach will include push-in times on their weekly coach log.

**Person Responsible**

Melissa Metz

**Schedule**

Weekly, from 9/21/2015 to 6/3/2016

***Evidence of Completion***

coach logs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

iReady and Achieve 3000 growth scores will be analyzed to monitor the effectiveness of the push-in support.

**Person Responsible**

Myra Wright

**Schedule**

Quarterly, from 9/21/2015 to 6/3/2016

***Evidence of Completion***

iReady and Achieve 3000 growth scores

**G2.** If, we utilize the Second Step Curriculum and Restorative Justice, then, we will be able to implement an effective school wide Anti-Bullying program. 1

G071704

**G2.B1** Increase of student enrollment and the addition of the 8th grade team will lead to the potential of more cases of bullying and teasing. 2

B186931

**G2.B1.S1** 4th thru 8th grade students will receive bullying lessons via the guidance department and Health classes, which will lend itself to our target goal of only 45 discipline incidents. 4

S198346

### Strategy Rationale

Bullying lessons will Increase student awareness and participation will foster decreased bullying.

### Action Step 1 5

Guidance Counselor will teach anti-bullying lessons to students in Kindergarten - 5th Grade

#### Person Responsible

Malone Wisdom

#### Schedule

Biweekly, from 8/31/2015 to 6/3/2016

#### Evidence of Completion

survey, lesson plans, and observation of lessons

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

Anti-Bullying Lessons

#### Person Responsible

Malone Wisdom

#### Schedule

Monthly, from 8/31/2015 to 6/3/2016

#### Evidence of Completion

Classroom Observations, Exit Tickets and lesson plans

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

Monitoring Classroom Guidance

**Person Responsible**

Melissa Metz

**Schedule**

Quarterly, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

Classroom Observations, Student feedback through surveys and Exit Tickets and Lesson Plans

**G2.B1.S2** Students will understand the procedure to report instances of bullying; which will lend itself to our target goal of only 45 discipline incidents. 4

 S198347

**Strategy Rationale**

When students understand how, where, and who to report instances of bullying, they are more inclined to actively participate in the reporting process.

**Action Step 1 5**

Guidance Counselor will teach procedure for how and where to report bullying via push-in classroom sessions, general assembly, and morning announcements.

**Person Responsible**

Malone Wisdom

**Schedule**

Monthly, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

Exit Slips, Surveys, and Lesson Plans

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Students will report incidents of bullying to Dean/administration

**Person Responsible**

Tonichia Gayle

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Student statements and bullying reports in FOCUS

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Deans/administration will conduct investigations and will take appropriate disciplinary action pending the results of the investigation.

**Person Responsible**

Tonichia Gayle

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

FOCUS reports

**G2.B1.S4** Teachers will implement Second Step Curriculum K-5th Grade, and Restorative Justice in Middle School;which will lend itself to our target goal of only 45 discipline incidents. 4

 S198349

### Strategy Rationale

The Second Step Curriculum and Restorative Justice program grant teachers another vehicle to foster student learning about bullying.

### Action Step 1 5

K-5 teachers will teach the Second Step Curriculum in order to foster student comprehension of concepts related to bullying.

#### Person Responsible

Malone Wisdom

#### Schedule

Quarterly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Exit slips, and lesson plans

### Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

K-5 teachers will ensure lesson plans align with Second Step Curriculum

#### Person Responsible

Malone Wisdom

#### Schedule

Quarterly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Lesson Plans and exit slips.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7**

Guidance Coach will ensure teacher lesson plans are align with Second Step Curriculum

**Person Responsible**

Malone Wisdom

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016


**Evidence of Completion**

Lesson Plans and Exit Slips.

**G3.** If, teachers analyze and implement Math I Ready data, then, we will implement effective small group Mathematical Practice instruction in grades K-8. 1

 G071705

**G3.B3** Teachers implementing a rigorous data driven math rotations to meet the needs of each student 2

 B186935

**G3.B3.S1** Teacher will utilize results from i-Ready assessment to provide students with remediation based on their individual needs; in order to meet our target goal of 60% proficiency on the District Assessment. 4

 S198352

**Strategy Rationale**

Providing instruction based on individual student need will lead to increase in student achievement.

**Action Step 1 5**

Analyzing data from i-Ready diagnostic to form groups based on the individual needs of students

**Person Responsible**

Candi Sweet

**Schedule**

Monthly, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

Increase results on assessments, Lesson plans, student work, and Reflections



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

Implementation of the 30 minute math small group instruction.

**Person Responsible**

Candi Sweet

**Schedule**

Daily, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

Demonstration of student growth, Data from i-Ready, Curriculum Guide Assessments, and Common Assessments.

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

Increase in rigor during the 30 minute Math small group instruction

**Person Responsible**

Candi Sweet

**Schedule**

Daily, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

Data from classroom walk through, i-Ready, student products, district approved resources, and lesson plans

**G3.B3.S2** Use common planning to plan differentiated small group instruction using I Ready data; in order to meet our target goal of 60% proficiency on the District Assessment. 4

 S198353

### Strategy Rationale

Providing teachers with the opportunity to collaborate and develop a small group instruction tool box.

### Action Step 1 5

K-8 teachers will use I Ready data analysis to create differentiated student groups and plan for differentiated instruction based in student need.

#### Person Responsible

Angela Reier

#### Schedule

Daily, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Lesson Plan and Exit Slips

### Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Instructional Coaches will complete classroom walk through's and monitor lesson plans.

#### Person Responsible

Angela Reier

#### Schedule

Biweekly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

Observation scripts and Lesson Plans.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S2** 7

Coaches will monitor lesson plans and push into classrooms for additional assistance.

**Person Responsible**

Angela Reier

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Lesson Plans, surveys, and anecdotal notes.

**G3.B3.S3** Utilize instructional coaches to assist with small group instruction on a daily basis; in order to meet our target goal of 60% proficiency on the District Assessment. 4

 S198354

**Strategy Rationale**

The coaches will bring additional knowledge base and instructional support.

**Action Step 1** 5

Coaches will push-in to the classrooms to work with small groups.

**Person Responsible**

Angela Reier

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Coach Logs

**Plan to Monitor Fidelity of Implementation of G3.B3.S3** 6

Coach will include push-in times on their weekly coach log.

**Person Responsible**

Candi Sweet

**Schedule**

Weekly, from 9/21/2015 to 6/3/2016

***Evidence of Completion***

Coach Logs

**Plan to Monitor Effectiveness of Implementation of G3.B3.S3** 7

iReady growth scores will be analyzed to monitor the effectiveness of the push-in support.

**Person Responsible**

Angela Reier

**Schedule**

Quarterly, from 9/21/2015 to 6/3/2016

***Evidence of Completion***

iReady growth scores

**G4.** If, teachers analyze assessment data and integrate benchmarks, then, we will implement effective daily Science instruction across all grade levels. 1

G071706

**G4.B3** Teachers providing students with science instruction on a daily basis 2

B186941

**G4.B3.S1** Provide teachers with ongoing professional development that will focus on aligning science instruction with Next Generation Sunshine State Standards utilizing the Gradual Release Model; in an effort to meet our target goal of 41 % Proficiency on the State Assessment. 4

S198355

### Strategy Rationale

Teachers need to ensure science instruction is aligned to the applicable NGSSS standard(s).

### Action Step 1 5

Ongoing professional development that is aligned with Next Generation Sunshine State Standards, implementing instruction utilizing the Gradual Release Day Model, providing students with differentiated instruction and implementing Coaching Cycles with Science Teachers

#### Person Responsible

Candi Sweet

#### Schedule

Biweekly, from 8/31/2015 to 6/3/2016

#### Evidence of Completion

Lesson Plans, Data from Curriculum Assessments, Classroom walk throughs, Data Chats with teachers and students

### Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Instructional delivery of Science Curriculum

#### Person Responsible

Candi Sweet

#### Schedule

Weekly, from 8/31/2015 to 6/3/2016

#### Evidence of Completion

Increase of scores on Curriculum Guide Assessments, Interactive Journals, Artifacts Data from classroom walk-throughs

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7**

Transfer of professional development into daily classroom instruction.

**Person Responsible**

Candi Sweet

**Schedule**

Daily, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

Lesson Plans, increase in student scores on Curriculum Guide Assessments as well as Common Assessments, and Classroom observations.

**G4.B3.S2** Science instruction will be taught daily at all grade levels; in an effort to meet our target goal of 41 % Proficiency on the State Assessment. 4

 S198356

**Strategy Rationale**

Teaching science everyday in 5th and 8th grade will decrease the learning gaps.

**Action Step 1 5**

Implementation of Science Curriculum Guides

**Person Responsible**

Candi Sweet

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Bi-weekly focus walk - throughs, and lesson plans

**Plan to Monitor Fidelity of Implementation of G4.B3.S2** 6

Monitoring of lesson plans to ensure implementation of Science Curriculum

**Person Responsible**

Candi Sweet

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Classroom walk-throughs, interactive student journals, increase in student achievement on Curriculum Guide Assessments

**Plan to Monitor Effectiveness of Implementation of G4.B3.S2** 7

Instructional delivery of Science Curriculum following the Gradual Release Model

**Person Responsible**

Candi Sweet


**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Classroom walk-throughs, monitoring of lesson plans and Reflections from Exit Slip

**G4.B4** FCAT covers Science Benchmarks in Kindergarten - 5th grade and Middle school 6th -8th grade 2

 B186942

**G4.B4.S1** 5th and 8th grade Science Teachers will embed RtI into the Science Block to review Benchmarks that are introduced to students prior to 5th and 8th grade; in an effort to meet our target goal of 41 % Proficiency on the State Assessment. 4

 S198358

**Strategy Rationale**

Imbedding RTI into the Science block will foster the development of the benchmarks needed to achieve our target goal.

**Action Step 1** 5

30 Minute Skills Block (5th Grade) and 15 Minute Skills Block (8th Grade) built into daily schedules to review skills that were previously taught in 5th and 8th grade.

**Person Responsible**

Candi Sweet

**Schedule**

Daily, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

Increase in Student Assessment Scores, Lesson plans, data from classroom walk-throughs.

**Plan to Monitor Fidelity of Implementation of G4.B4.S1** 6

Rigor of instruction during 15 minute (8th Grade) or 30 minute (5th Grade) skills block.

**Person Responsible**

Candi Sweet

**Schedule**

Monthly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

Lesson Plans, data from classroom walk-through, and increase of student scores on Common Assessments as well as quarterly Curriculum Guide Assessments.



**Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7**

Instructional delivery during the 15 minute (8th Grade) or 30 minute (5th Grade) Science skills block

**Person Responsible**

Candi Sweet

**Schedule**

Biweekly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

Classroom walk-throughs, Lesson Plans, and increase in student scores on Curriculum Guide Assessments.

**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	Facilitate data analysis using the teacher/coach data analysis template to create student groups.	Thomas, Jennifer	8/31/2015	Agendas and Sign In Sheets	6/3/2016 weekly
G1.B1.S2.A1	K-8 teachers will use I Ready and Achieve 3000 data analysis to create differentiated student groups and plan for differentiated instruction based in student need.	Thomas, Jennifer	8/24/2015	Lesson Plan and Exit Slips	6/3/2016 daily
G1.B1.S3.A1	Coaches will push-in to the classrooms to work with small groups.	Wright, Myra	9/21/2015	Coach Logs	6/3/2016 weekly
G2.B1.S1.A1	Guidance Counselor will teach anti-bullying lessons to students in Kindergarten - 5th Grade	Wisdom, Malone	8/31/2015	survey, lesson plans, and observation of lessons	6/3/2016 biweekly
G2.B1.S2.A1	Guidance Counselor will teach procedure for how and where to report bullying via push-in classroom sessions, general assembly, and morning announcements.	Wisdom, Malone	8/31/2015	Exit Slips, Surveys, and Lesson Plans	6/3/2016 monthly
G2.B1.S4.A1	K-5 teachers will teach the Second Step Curriculum in order to foster student comprehension of concepts related to bullying.	Wisdom, Malone	8/24/2015	Exit slips, and lesson plans	6/3/2016 quarterly
G3.B3.S1.A1	Analyzing data from i-Ready diagnostic to form groups based on the individual needs of students	Sweet, Candi	8/31/2015	Increase results on assessments, Lesson plans, student work, and Reflections	6/3/2016 monthly
G3.B3.S2.A1	K-8 teachers will use I Ready data analysis to create differentiated student groups and plan for differentiated instruction based in student need.	Reier, Angela	8/24/2015	Lesson Plan and Exit Slips	6/3/2016 daily
G3.B3.S3.A1	Coaches will push-in to the classrooms to work with small groups.	Reier, Angela	8/24/2015	Coach Logs	6/3/2016 weekly
G4.B3.S1.A1	Ongoing professional development that is aligned with Next Generation Sunshine State Standards,	Sweet, Candi	8/31/2015	Lesson Plans, Data from Curriculum Assessments, Classroom walk	6/3/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implementing instruction utilizing the Gradual Release Day Model, providing students with differentiated instruction and implementing Coaching Cycles with Science Teachers			throughs, Data Chats with teachers and students	
G4.B3.S2.A1	Implementation of Science Curriculum Guides	Sweet, Candi	8/24/2015	Bi-weekly focus walk - throughs, and lesson plans	6/3/2016 daily
G4.B4.S1.A1	30 Minute Skills Block (5th Grade) and 15 Minute Skills Block (8th Grade) built into daily schedules to review skills that were previously taught in 5th and 8th grade.	Sweet, Candi	9/21/2015	Increase in Student Assessment Scores, Lesson plans, data from classroom walk-throughs.	6/3/2016 daily
G1.MA1	iReady intervention screener report and Achieve 3000 data will be used to monitor progress.	Metz, Melissa	9/21/2015	Assessment data	6/3/2016 quarterly
G1.B1.S1.MA1	Classroom walk through and improved student achievement data	Metz, Melissa	8/31/2015	Walk through feedback and student achievement data	6/3/2016 quarterly
G1.B1.S1.MA1	The assistant principal will attend and participate in common planning sessions.	Metz, Melissa	8/31/2015	Agendas, Meeting Minutes, and observations	6/3/2016 biweekly
G1.B1.S2.MA1	Coaches will monitor lesson plans and push into classrooms for additional assistance.	Thomas, Jennifer	8/24/2015	Lesson Plans, Surveys, and Anecdotal Notes	6/3/2016 biweekly
G1.B1.S2.MA1	Instructional Coaches will complete classroom walk through's and monitor lesson plans.	Thomas, Jennifer	8/24/2015	Observations scripts and Lesson Plans	6/3/2016 weekly
G1.B1.S3.MA1	iReady and Achieve 3000 growth scores will be analyzed to monitor the effectiveness of the push-in support.	Wright, Myra	9/21/2015	iReady and Achieve 3000 growth scores	6/3/2016 quarterly
G1.B1.S3.MA1	Coach will include push-in times on their weekly coach log.	Metz, Melissa	9/21/2015	coach logs	6/3/2016 weekly
G2.MA1	Students will be surveyed quarterly to monitor the effectiveness of discipline incidents related to bullying	Wisdom, Malone	8/31/2015	Student exits slips and data from Gallup Pole Surveys, and reduction of discipline referrals	6/3/2016 quarterly
G2.B1.S1.MA1	Monitoring Classroom Guidance	Metz, Melissa	8/31/2015	Classroom Observations, Student feedback through surveys and Exit Tickets and Lesson Plans	6/3/2016 quarterly
G2.B1.S1.MA1	Anti-Bullying Lessons	Wisdom, Malone	8/31/2015	Classroom Observations, Exit Tickets and lesson plans	6/3/2016 monthly
G2.B1.S2.MA1	Deans/administration will conduct investigations and will take appropriate disciplinary action pending the results of the investigation.	Gayle, Tonichia	8/24/2015	FOCUS reports	6/3/2016 daily
G2.B1.S2.MA1	Students will report incidents of bullying to Dean/administration	Gayle, Tonichia	8/24/2015	Student statements and bullying reports in FOCUS	6/3/2016 daily
G2.B1.S4.MA1	Guidance Coach will ensure teacher lesson plans are align with Second Step Curriculum	Wisdom, Malone	8/24/2015	Lesson Plans and Exit Slips.	6/3/2016 quarterly
G2.B1.S4.MA1	K-5 teachers will ensure lesson plans align with Second Step Curriculum	Wisdom, Malone	8/24/2015	Lesson Plans and exit slips.	6/3/2016 quarterly
G3.MA1	iReady intervention screener report data will be used to monitor progress.	Sweet, Candi	8/24/2015	Assessment Data.	6/3/2016 quarterly
G3.B3.S1.MA1	Increase in rigor during the 30 minute Math small group instruction	Sweet, Candi	8/31/2015	Data from classroom walk through, i-Ready, student products, district approved resources, and lesson plans	6/3/2016 daily
G3.B3.S1.MA1	Implementation of the 30 minute math small group instruction.	Sweet, Candi	8/31/2015	Demonstration of student growth, Data from i-Ready, Curriculum Guide Assessments, and Common Assessments.	6/3/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S2.MA1	Coaches will monitor lesson plans and push into classrooms for additional assistance.	Reier, Angela	8/24/2015	Lesson Plans, surveys, and anecdotal notes.	6/3/2016 biweekly
G3.B3.S2.MA1	Instructional Coaches will complete classroom walk through's and monitor lesson plans.	Reier, Angela	8/24/2015	Observation scripts and Lesson Plans.	6/3/2016 biweekly
G3.B3.S3.MA1	iReady growth scores will be analyzed to monitor the effectiveness of the push-in support.	Reier, Angela	9/21/2015	iReady growth scores	6/3/2016 quarterly
G3.B3.S3.MA1	Coach will include push-in times on their weekly coach log.	Sweet, Candi	9/21/2015	Coach Logs	6/3/2016 weekly
G4.MA1	Effectiveness of Professional Development	Sweet, Candi	9/21/2015	Lesson Plans, Reflections from Professional Development and increase in students' Curriculum Guide Assessments, Teacher feedback from Professional Development sessions.	6/3/2016 biweekly
G4.B3.S1.MA1	Transfer of professional development into daily classroom instruction.	Sweet, Candi	8/31/2015	Lesson Plans, increase in student scores on Curriculum Guide Assessments as well as Common Assessments, and Classroom observations.	6/3/2016 daily
G4.B3.S1.MA1	Instructional delivery of Science Curriculum	Sweet, Candi	8/31/2015	Increase of scores on Curriculum Guide Assessments, Interactive Journals, Artifacts Data from classroom walk-throughs	6/3/2016 weekly
G4.B4.S1.MA1	Instructional delivery during the 15 minute (8th Grade) or 30 minute (5th Grade) Science skills block	Sweet, Candi	9/21/2015	Classroom walk-throughs, Lesson Plans, and increase in student scores on Curriculum Guide Assessments.	6/3/2016 biweekly
G4.B4.S1.MA1	Rigor of instruction during 15 minute (8th Grade) or 30 minute (5th Grade) skills block.	Sweet, Candi	9/21/2015	Lesson Plans, data from classroom walk-through, and increase of student scores on Common Assessments as well as quarterly Curriculum Guide Assessments.	6/3/2016 monthly
G4.B3.S2.MA1	Instructional delivery of Science Curriculum following the Gradual Release Model	Sweet, Candi	8/24/2015	Classroom walk-throughs, monitoring of lesson plans and Reflections from Exit Slip	6/3/2016 weekly
G4.B3.S2.MA1	Monitoring of lesson plans to ensure implementation of Science Curriculum	Sweet, Candi	8/24/2015	Classroom walk-throughs, interactive student journals, increase in student achievement on Curriculum Guide Assessments	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, teachers analyze, and implement I Ready and Achieve 3000 data, then, we will foster effective small group instruction in grades K-8.

**G1.B1** Lack of rigorous student centered instruction, student engagement, understanding, and ownership

**G1.B1.S1** Review and analyze I Ready data side-by-side, with standards during common planning to create student groups; in order to meet our target goal of 50% proficiency on the ELA District Assessment.

### PD Opportunity 1

Facilitate data analysis using the teacher/coach data analysis template to create student groups.

#### Facilitator

Jennifer Thomas

#### Participants

All K-8 ELA and Reading Teachers

#### Schedule

Weekly, from 8/31/2015 to 6/3/2016

**G2.** If, we utilize the Second Step Curriculum and Restorative Justice, then, we will be able to implement an effective school wide Anti-Bullying program.

**G2.B1** Increase of student enrollment and the addition of the 8th grade team will lead to the potential of more cases of bullying and teasing.

**G2.B1.S1** 4th thru 8th grade students will receive bullying lessons via the guidance department and Health classes, which will lend itself to our target goal of only 45 discipline incidents.

### PD Opportunity 1

Guidance Counselor will teach anti-bullying lessons to students in Kindergarten - 5th Grade

#### Facilitator

Guidance Counselors and Foundation Team

#### Participants

Students, Classroom Teachers, and parents

#### Schedule

Biweekly, from 8/31/2015 to 6/3/2016

**G3.** If, teachers analyze and implement Math I Ready data, then, we will implement effective small group Mathematical Practice instruction in grades K-8.

**G3.B3** Teachers implementing a rigorous data driven math rotations to meet the needs of each student

**G3.B3.S1** Teacher will utilize results from i-Ready assessment to provide students with remediation based on their individual needs; in order to meet our target goal of 60% proficiency on the District Assessment.

**PD Opportunity 1**

Analyzing data from i-Ready diagnostic to form groups based on the individual needs of students

**Facilitator**

Math Coach, District Specialist and Administrators

**Participants**

Math Teachers

**Schedule**

Monthly, from 8/31/2015 to 6/3/2016

**G4.** If, teachers analyze assessment data and integrate benchmarks, then, we will implement effective daily Science instruction across all grade levels.

**G4.B3** Teachers providing students with science instruction on a daily basis

**G4.B3.S1** Provide teachers with ongoing professional development that will focus on aligning science instruction with Next Generation Sunshine State Standards utilizing the Gradual Release Model; in an effort to meet our target goal of 41 % Proficiency on the State Assessment.

**PD Opportunity 1**

Ongoing professional development that is aligned with Next Generation Sunshine State Standards, implementing instruction utilizing the Gradual Release Day Model, providing students with differentiated instruction and implementing Coaching Cycles with Science Teachers

**Facilitator**

District Science Specialist, Science Lead Teacher and Administrator

**Participants**

Classroom Teachers

**Schedule**

Biweekly, from 8/31/2015 to 6/3/2016

**G4.B3.S2** Science instruction will be taught daily at all grade levels; in an effort to meet our target goal of 41 % Proficiency on the State Assessment.

**PD Opportunity 1**

Implementation of Science Curriculum Guides

**Facilitator**

District Science Specialist, Science Lead Teacher, Administrators

**Participants**

Teachers, School-based Leadership Team

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

**G4.B4** FCAT covers Science Benchmarks in Kindergarten - 5th grade and Middle school 6th -8th grade

**G4.B4.S1** 5th and 8th grade Science Teachers will embed RtI into the Science Block to review Benchmarks that are introduced to students prior to 5th and 8th grade; in an effort to meet our target goal of 41 % Proficiency on the State Assessment.

**PD Opportunity 1**

30 Minute Skills Block (5th Grade) and 15 Minute Skills Block (8th Grade) built into daily schedules to review skills that were previously taught in 5th and 8th grade.

**Facilitator**

District Science Specialist, Science Lead Teacher, and Administrator.

**Participants**

5th and 8th Grade Science Teachers.

**Schedule**

Daily, from 9/21/2015 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	Facilitate data analysis using the teacher/coach data analysis template to create student groups.	\$0.00
2	G1.B1.S2.A1	K-8 teachers will use I Ready and Achieve 3000 data analysis to create differentiated student groups and plan for differentiated instruction based in student need.	\$0.00
3	G1.B1.S3.A1	Coaches will push-in to the classrooms to work with small groups.	\$0.00
4	G2.B1.S1.A1	Guidance Counselor will teach anti-bullying lessons to students in Kindergarten - 5th Grade	\$0.00
5	G2.B1.S2.A1	Guidance Counselor will teach procedure for how and where to report bullying via push-in classroom sessions, general assembly, and morning announcements.	\$0.00
6	G2.B1.S4.A1	K-5 teachers will teach the Second Step Curriculum in order to foster student comprehension of concepts related to bullying.	\$0.00
7	G3.B3.S1.A1	Analyzing data from i-Ready diagnostic to form groups based on the individual needs of students	\$0.00
8	G3.B3.S2.A1	K-8 teachers will use I Ready data analysis to create differentiated student groups and plan for differentiated instruction based in student need.	\$0.00
9	G3.B3.S3.A1	Coaches will push-in to the classrooms to work with small groups.	\$0.00
10	G4.B3.S1.A1	Ongoing professional development that is aligned with Next Generation Sunshine State Standards, implementing instruction utilizing the Gradual Release Day Model, providing students with differentiated instruction and implementing Coaching Cycles with Science Teachers	\$0.00
11	G4.B3.S2.A1	Implementation of Science Curriculum Guides	\$0.00
12	G4.B4.S1.A1	30 Minute Skills Block (5th Grade) and 15 Minute Skills Block (8th Grade) built into daily schedules to review skills that were previously taught in 5th and 8th grade.	\$0.00
<b>Total:</b>			<b>\$0.00</b>