Henry F. Kite Elementary School

2015-16 School Improvement Plan

Henry F. Kite Elementary School

9430 LEM TURNER RD, Jacksonville, FL 32208

http://www.duvalschools.org/henrykite

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	76%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	95%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	C	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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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	Wayne Green

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 Henry F. Kite Elementary is to prepare our students with higher-order thinking skills, responsible decision-making skills and problem-solving skills necessary to perform on or above grade level. Our school seeks to foster a respect for diversity and support the development of character traits necessary to succeed in elementary school and beyond.

Provide the school's vision statement

The vision of Henry F. Kite Elementary is that our school community helps to develop "global leaders and learners".

School Environment

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

The school learns about student cultures and builds relationships through a variety of activities and events. Our relationship-building begins during our annual student orientation occurring the week prior to school starting and our annual Open House event during the first weeks of school. We also learn about our students and build relationships through daily student/teacher collaboration and conversations. Many teachers host weekly or daily "Lunch Bunch" gatherings with student groups in an effort to strengthen relationships.
Throughout the year we have several family events that enable the faculty and staff to learn about our students and foster relationships. These events include Literacy Night, Muffins for Mom and Doughnuts for Dad,
Several teachers are involved as sponsors for a variety of activities that strengthen relationships. These sponsored activities include Safety Patrols, Teacher Helpers, Student Chorus, Boys Unlimited, Art With a Purpose and Girls on the Run.

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

The school-wide discipline plan for Henry F. Kite is developed to engage parents, caregivers, and community stakeholders. The plan is created once a year and implemented year-round to enforce the importance of safety to our staff/faculty, students, stakeholders, and the community. The school utilizes PBIS (Positive Behavioral Interventions and Supports) to collaborate with the faculty and staff on creating a safe and respectful school environment. The PBIS team reviews procedures, develops policies, monitors and suggests changes to ensure we are providing a learning environment that is conducive to learning and teaching.
The goal is to provide an optimal learning environment for all students. We offer regular incentives for students to choose and maintain positive behavior including "Hero" points to be exchanged for a variety of rewards. We recognize students' birthday's daily with our morning announcements and a birthday treat. We also utilize mentors to encourage positive behavior.
In the event a student's behavior is not meeting our school wide expectations and becomes disruptive to the learning community, the following interventions may be used:
• Referral to school guidance counselor
• Verbal parent contact (phone)
• Written notification (Behavior Incident Reports/Referrals)

- Parent/Teacher/Student conference
- Referral to the Response to Intervention Committee (Rti)
- Anti-bullying procedures

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

Our school-wide behavioral system includes clear expectations for learning and behavior established in each classroom as well as common areas of the school (hallways, cafeteria, etc.). Teachers utilize the CHAMPs system to establish and maintain clear behavioral expectations and this allows for continuity across grade levels as well. At the beginning of the school year, the principal holds assemblies with students to share/clarify behavioral expectations and, if needed, holds assemblies after winter break to remind the students of the continued expectations.The plan also consists of a variety of positive behavioral recognition opportunities. Each classroom has implemented a color-coded behavior chart to assist students in monitoring their daily behavior.

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 has a full-time guidance counselor to help ensure our students' social-emotional needs are met. Our guidance counselor provides whole-group guidance lessons, small-group guidance counseling based on common needs and individual counseling as needed. The A.L.E.R.T. system is also utilized to assist with behavioral concerns, crisis situations, child abuse/neglect, and any incidents with bullying. Our resource teachers have implemented a mentoring program via small groups with an art/music/P.E. focus.
Our teachers also embed character education and the Second Step program in grades K-5.

Early Warning Systems

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

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

The school's early warning system will provide tracking for the following:
1. Student absences (below a 90 percent attendance rate).
2. All Level 1 reading students will receive additional assistance from the Reading Interventionists.
3. All Level 1 math students will receive additional support from the Assistant Principal.

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	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	
One or more suspensions	1	1	3	1	6	12
Course failure in ELA or Math	3	0	0	0	0	3
Level 1 on statewide assessment	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
Students exhibiting two or more indicators		

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

The intervention strategies utilized by the school will include:
1. Mentoring programs established at the school (Chorus, Art with a Purpose, Boys Unlimited, and Cathedral Arts)
2. AIT with the Guidance Counselor
3. Tier II and Tier III Interventions

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

Henry F. Kite will host several parent nights to provide parents with resources and strategies to help their children succeed academically. Surveys will be conducted to determine the effectiveness of the opportunities the school provides and modifications will be made to improve the Title 1 Parent Involvement Plan. The Parent Involvement Plan will be available in the front office upon request. Our plan includes meetings scheduled during the morning, mid-day and evening in order to accommodate our families' schedules. Child care services will also be made available during meetings by utilizing school-based volunteers. The Annual Title 1 meeting, evening sessions for math, literacy, science and ESE will be held from 6:00 - 7:00 p.m. throughout the year. For each content area, a morning or mid-day meeting will also be scheduled to accommodate our parents. Parent conference sessions to review and sign the Parent Compact, will take place within the first nine weeks of school. These meetings are scheduled before school, during teacher resource time and after school. Title 1 funding will pay for resources/materials to be checked out, supplies for parent workshops and food for parents who attend the workshops.

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

Refer to the school's Parent Involvement Plan

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
Davis, Carolyn	Principal
Newhouse, Jill	Instructional Coach
Renelus, Robin	Assistant Principal
Carter, Paula	Teacher, ESE

Duties

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

• Carolyn Davis, Principal: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; facilitate professional development opportunities for teachers and staff; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; facilitate and implement school improvement plan; and communicates with parents regarding school- based RtI plans and activities.
•Robin Renelus, Assistant Principal: Supports the common vision for data-based decision-making; ensures that the school-based team is implementing Rti; conducts assessment skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support Rti implementation; reviews school achievement data and develops instructional goals; facilitates and implements professional development; and encourages and support involvement from parents and the community.
• Waynettia Kirtsey, Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links 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 observations of student behavior.
• Jill Newhouse Withrow, Reading Coach: Provides language arts professional development in grades K-5; utilizes student data to determine professional development needs; establishes coaching cycles for individual teachers to model and support the use of highly effective literacy strategies to increase reading proficiency and serves as a member of our shared decision making committee representing the resource/reading support team.
• Grade Level Chairs (Ashley Suber, Megan DiMarco, Tarsha Watson, Alice Smith, Catherine Thompson, Tonya Mayfield and Jill Withrow and Janice Miller): Provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/interventions; collaborate with other staff to implement Tier 2 and/or Tier 3 interventions; and integrate Tier 1 materials/ instruction with Tier 2/3 activities.
• Paula Carter, Special Education Teacher: Participates 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.
• Beverly McGuire, District Behaviorist: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development on principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.
• Kathy Smith, District School Psychologist: Participates in collection, interpretation, analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention, planning and program evaluation;

facilitates data-based decision making.

• Barbara Lawrence, District ESE Liaison: acts as liaison for implementation of RtI at the school level; receives ongoing RtI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support RtI.

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 MTSS team meets monthly to review behavioral data, student achievement data, diagnostic data and progress monitoring data to identify students not meeting academic, attendance, and/or behavioral expectations. After determining the effectiveness of the Tier 1 Instruction in place , the team will meet with teachers and if needed, enhance the Tier 1 instruction or begin the problem solving process to establish Tier 2 and/or Tier 3 interventions for students identified by need. The team will then review the implementation of interventions at weekly common planning grade level meetings and will determine if the interventions should be continued, increased or discontinued. The process is ongoing and fluid. Students are added and released from interventions as needed.
Title I funds are used in a variety of ways. The majority of the funds are used to purchase teachers and field trips to provide students with educational experiences. We are a Breakfast in the Classroom (BIC) school. All of our students ,regardless of economic status, receive a breakfast each morning in their classroom. Having this nutritional program allows our students to be more focused/engaged because they have received nourishment which assists them in being ready to learn. Additionally, our school was certified two years ago to allow all students (regardless of socioeconomic status) to receive free lunch daily.
The individuals responsible for the available resources:
1. Reading Coach
2. Reading Interventionists
3. Principal
4. Assistant Principal
5. Teachers

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Carolyn Davis	Principal
Sharon Seagroves	Business/Community
Wendy Curington	Education Support Employee
James Hampton	Parent
Linda Gilbert	Parent
Carla Jones	Parent
Sherrice Richardson	Education Support Employee
Catherine Thompson	Teacher
Janice Miller	Teacher

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council will meet on four scheduled dates with additional dates scheduled if needed. Agendas for the meetings include the monitoring of school data and other pertinent initiatives addressing school concerns related to our School Improvement Plan. A meeting was held to discuss and determine if the SIP goals for 2014-15 were achieved and to identify the strategies to assist with meeting the goals for 2015-16.

Development of this school improvement plan

The purpose of the School Advisory Council is to enhance school site decision making, to serve in an advisory capacity to the principal regarding school improvement, to assist in the preparation and evaluation of the school improvement plan, and to provide input on the budget and use of school improvement funds.
At the initial meeting, the discussion included analyzing and understanding the data from the 2014-15 school year (i-Ready, Achieve 3000, and FCAT Science).

Preparation of the school's annual budget and plan

The School Advisory Council will meet and discuss the annual budget for the school and the plan for allocation of funds.

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

The School Improvement Funds which we received will be approximately $1500. These funds will be allocated for student incentives and awards. All incentives and rewards will have an academic focus.

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
Davis, Carolyn	Principal
Newhouse, Jill	Instructional Coach
Mayfield, Tonya	Other
Smith, Alice	Teacher, K-12
Renelus, Robin	Assistant Principal
Cary, Diane	Teacher, K-12
Brandon, Vanessa	Teacher, K-12
Wilkinson, Tiffinie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the Literacy Leadership Team is to collaborate to deepen our common understanding of the Language Arts Florida Standards for ELA ,helping to ensure that K-5 literacy instruction is aligned to support students in reaching these rigorous standards. The LLT analyzes data to drive instruction and meet the needs of striving students. The team supports implementation of the best instructional practices to promote students' literacy growth. The LLT facilitates VLCs and PLCs to provide additional opportunities for teachers to refine their understanding of literacy initiatives. The LLT collaborates to develop school-wide reading incentive programs to support wide reading, reading stamina and reading motivation.

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

Our school utilizes several strategies to encourage positive working relationships between teachers. Our master schedule has been designed to include common planning for grade level teams as well as common planning for vertical teams. We include regularly scheduled professional development opportunities with the school-based ELA coach, enabling our teachers to engage in lesson study in collaborative groups.

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

Our strategies to recruit,develop and retain highly qualified, effective teachers include the following:
1. Provide a mentoring program for new teachers (partnering new teachers with high performing teachers)
2. Provide college internships for pre-interns and interns with high-performing teachers
3. Utilize the Instructional reading coach and reading interventionists to model instructional strategies to support the development of effective teachers
4. Provide on-site weekly professional development opportunities
5. Participation in MINT (Mentoring and Induction for Novice Teachers)
6. Schedule weekly meetings for new teachers and their mentors to discuss questions and concerns

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

Our school's mentoring program includes the following partnerships and mentoring activities:
Ashley Suber, Kindergarten Teacher- mentored by Jill Newhouse- Ms. Newhouse currently serves as our reading coach and is a veteran teacher with many years of experience working with first graders and emergent readers. Mentoring activities include:
• Monthly MINT meetings
• Support by Reading Coach
• Observations of experienced teachers
Emily Orangeo - mentored by Janice Miller - Ms. Miller is an experienced teacher and has a history of high-achievement with her students. She is able to support our resource teachers with school policies and procedures as well as best instructional practices. Mentoring activities include:
• Monthly MINT meetings
• Observations of subject area resource teachers in other schools
Antoine Atwater, P.E. Coach - mentored by Janice Miller - Ms. Miller is an experienced teacher and has a history of high-achievement with her students. She is able to support our resource teachers with school policies and procedures as well as best instructional practices. Mentoring activities include:
• Monthly MINT meetings
• Observations of subject area resource teachers in other schools

Megan DiMarco, 1st Grade Teacher - mentored by Alice Smith - Mrs. Smith is a veteran teacher with 9 years of 1st grade teaching experience and 6 years of Reading Recovery experience working with 1st graders. She has an extensive history of working with emergent readers and was also a DCPS Teacher of the Year finalist. Mentoring activities include:
• Monthly MINT meetings
• Support by Reading Coach
• Observations of experienced teachers
Shirann Jordan-Myers, 1st Grade Teacher- mentored by Alice Smith - Mrs. Smith is a veteran teacher with 9 years of 1st grade teaching experience and 6 years of Reading Recovery experience working with 1st graders. She has an extensive history of working with emergent readers and was also a DCPS Teacher of the Year finalist. Mentoring activities include:
• Monthly MINT meetings
• Support by Reading Coach
• Observations of experienced teachers

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

To ensure our core instructional programs and materials are aligned with the Florida standards, teachers are utilizing the Florida Standards, Test Item Specifications and district "Curriculum Lesson Guides" to support lesson planning. At the beginning of the school year, teachers received professional development on utilizing the new Duval Reads and Duval Math curriculum materials and resources to help ensure instructional practices are aligned with LAFS and MAFS standards. The reading coach also supports the collaborative planning to ensure alignment of resources with the standards. In our intermediate grades FSA writing rubrics are being utilized to support the planning and delivery of rigorous writing instruction . Finally, we regularly analyze student work to monitor alignment with Florida's standards.

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

Our school uses data to provide differentiated instruction to meet students' needs in multiple ways. Teachers received professional development in the utilization of Performance Matters (a data management system) to analyze data and create flexible groups for instruction based on identified needs. Teachers have also received professional development with blended learning programs to ensure teachers understand how to utilize program reports to analyze data and group students for instruction. Classroom teachers receive additional instructional support from the reading coach and reading interventionists when student data indicates a need for additional support. Our resource team also pushes in to offer extra support for identified students in grades K-3 to support learning needs. Teachers and the leadership team engage in regular data chats to discuss individual student pathways to ensure success. Students also engage in frequent data chats with their teachers and peers utilizing a student data notebook where students set academic goals and track their progress.

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: 41,400

Henry F. Kite's Extended Day Program provides students with academic enhancement, tutoring and remediation activities that reflect the standards-based reading and mathematics efforts of the district. The programs also provide a variety of other before- and after-school enrichment activities for students that may include computers, arts and crafts, recreational activities and other special events.

Strategy Rationale

We have several working parents who rely on our Extended Day Program before and after school. For the students enrolled in this program, this provides an additional daily opportunity to reinforce/enrich academic areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Davis, Carolyn, davisc@duvalschools.org

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

The Extended Day Directors are responsible for collecting, analyzing, and reporting the effectiveness for students each day. The Extended Day staff develops lessons, activities and progress monitoring assessments to determine the effectiveness of the program.

Strategy: Extended School Day

Minutes added to school year: 10,800

Henry F. Kite is one of many schools in Duval County this year to have an extended school day, allowing for an additional 60 minutes/day of reading instruction to promote school-wide reading gains.

Strategy Rationale

The additional hour allows teachers to have additional instructional time to meet the literacy needs of our students. Teachers utilize data to group students for instruction during this extra hour and utilize a variety of instructional support materials, strategies and technology programs to help promote literacy growth.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Davis, Carolyn, davisc@duvalschools.org

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

A variety of data, including I-Ready, Achieve 3000, DAR, and Florida Standards Assessment data will be analyzed to determine the effectiveness of this extended learning opportunity. The data will be analyzed by the school leadership team as well as by the district to determine the effectiveness of the extended school day.

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

Within the first 30 days of enrollment, Kindergarten students are assessed on the Florida Kindergarten Readiness Screening (FLKRS) to determine Kindergarten readiness. This assessment which is comprised of two sub-tests, measures the whole child. The Work Sampling System (WSS) portion of FLKRS is an observational tool consisting of 45 performance indicators. The WSS aligns with the Florida Early Learning and Developmental Standards for Four-Year-Olds. The data gathered through the administration of FLKRS is used to group students for differentiated instruction and to obtain strategies for immediate intensive intervention. An uninterrupted literacy block is implemented in Kindergarten classrooms to provide instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. At the end of the first grading period students are reassessed to determine their reading progress. Kindergarten students also complete a baseline mathematics assessment during the first weeks of school. This assessment assists teachers with identifying students that will require intervention. Ongoing progress monitoring is used to determine the effectiveness of instruction and interventions.

Preschool students and families have the opportunity to come to a "Welcome to School" orientation in the spring to tour the school, visit kindergarten classrooms and receive a kindergarten "toolkit". The toolkit includes activities to help prepare students for upcoming learning expectations .

Our outgoing 5th graders visit a neighboring middle school in the spring to tour the school and learn

about 6th grade expectations. Our resource team supports students interested in middle school magnet programs if a portfolio is required for program acceptance.

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

Not required

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

Not required

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

Not required

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

Not required

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 students begin the school year reading on grade level, then students will be more prepared to work with rigorous standards across content areas.

G2.   If curriculum and instruction is aligned to rigorous standards, then students will demonstrate increased proficiency with those standards.

G3.   If students demonstrate increased engagement with learning, then students' understanding of grade level content/standards will be enhanced, leading to increased 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 students begin the school year reading on grade level, then students will be more prepared to work with rigorous standards across content areas. 1a

🔍 G071707

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	62.0

Resources Available to Support the Goal 2

- Primary and Intermediate Reading Interventionists

- K-5 Reading Coach

- Blended Learning Programs (i-Ready and Achieve 3000)

- Reading Instructional Resources (Barton Reading and Spelling Program, Literacy by Design Leveled Readers)

- Extensive Classroom Libraries (including a 50/50 split with informational and literary text)

Targeted Barriers to Achieving the Goal 3

- Students entering a grade far below grade level and teachers needing to address gaps in literacy learning.

Plan to Monitor Progress Toward G1. 8

i-Ready (scale scores), Achieve 3000 (lexile scores), FSA scores

Person Responsible

Jill Newhouse

Schedule

Monthly, from 9/30/2015 to 6/3/2016

Evidence of Completion

i-Ready and Achieve 3000 student reports, FSA score reports

G2. If curriculum and instruction is aligned to rigorous standards, then students will demonstrate increased proficiency with those standards. 1a

G071708

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	62.0
FSA Mathematics - Achievement	79.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Duval Reads and Duval Math curriculum
- Common Core Standards Professional Texts for Book Study
- Reading Coach
- Assistant Principal/Math Coach
- LAFS and MAFS standards
- District Content-Area Specialists
- Early dismissal days for providing training
- Common planning sessions

Targeted Barriers to Achieving the Goal 3

- Teachers' depth of understanding of LAFS and MAFS standards

Plan to Monitor Progress Toward G2. 8

Analysis of student performance on mid-unit and end-of-unit district assessments (math and reading)

Person Responsible
Jill Newhouse

Schedule
Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion
Student performance data from mid-unit and end-of-unit district assessments (math and reading)

G3. If students demonstrate increased engagement with learning, then students' understanding of grade level content/standards will be enhanced, leading to increased student achievement. 1a

🔑 G071709

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	67.0
FSA Mathematics - Achievement	79.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Protocols for student engagement/accountability included in the new Duval Reads curriculum

- Reading Coach

- Student data notebooks

- District Content Area Specialists

- Blended learning programs

- Early dismissal training days

Targeted Barriers to Achieving the Goal 3

- Present instructional delivery methods are not including enough engagement opportunities for students.

Plan to Monitor Progress Toward G3. 8

Ongoing analysis of student work and available data (including Achieve 3000 , i-Ready Reading/Math, Science PMAs, and module assessments/performance tasks.

Person Responsible
Jill Newhouse

Schedule
Monthly, from 11/30/2015 to 6/3/2016

Evidence of Completion
Data notebook with annotated score reports

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 students begin the school year reading on grade level, then students will be more prepared to work with rigorous standards across content areas. 1

🔑 G071707

G1.B1 Students entering a grade far below grade level and teachers needing to address gaps in literacy learning. 2

🔑 B186944

G1.B1.S1 Teachers will utilize DAR and analyze results to determine literacy needs. 4

🔑 S198360

Strategy Rationale

For students reading far below grade level, the DAR assessment will help teachers identify literacy gaps and provide targeted instruction to address those gaps.

Action Step 1 5

Provide DAR administration training to selected teachers (those who have not received prior training).

Person Responsible

Jill Newhouse

Schedule

On 1/6/2016

Evidence of Completion

PD Training Agenda

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

An administrator will be present at the training.

Person Responsible

Carolyn Davis

Schedule

On 1/6/2016

Evidence of Completion

Training agenda including administrator's notes

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

Classroom walk-throughs to note use of DAR to identify individual literacy needs as evidenced in differentiated lesson plans

Person Responsible

Robin Renelus

Schedule

Weekly, from 1/13/2016 to 3/16/2016

Evidence of Completion

Administrator's notes on classroom walk-through forms

G1.B1.S2 Create a strategic support schedule, utilizing the Reading Interventionists to support literacy via a push-in model for students requiring Tier 2 and Tier 3 interventions. 4

S198361

Strategy Rationale

The Interventionist will be able to assist small groups of students and model/demonstrate best practices for literacy instruction.

Action Step 1 5

The leadership team will analyze data to determine where greatest needs are and design interventionists' schedules to accommodate those needs.

Person Responsible

Robin Renelus

Schedule

On 9/10/2015

Evidence of Completion

Reading interventionists' schedules

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

The admin team will be involved in the scheduling process to monitor the fidelity of implementing this action step.

Person Responsible

Robin Renelus

Schedule

On 9/10/2015

Evidence of Completion

Notes from leadership meeting with evidence of data analysis discussion and scheduling discussion.

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

Analysis of student data for those students assigned to the interventionist(s)

Person Responsible

Jill Newhouse

Schedule

Monthly, from 9/30/2015 to 6/3/2016

Evidence of Completion

i-Ready (scale scores from diagnostics) and Achieve 3000 data (lexile scores from level-sets)

G1.B1.S3 Strategically utilize blended learning programs (i-Ready) and DAR Trial Teaching Strategies (TTS) to support instruction to address literacy learning gaps. 4

S198362

Strategy Rationale

i-Ready is designed to create a customized learning pathway based on students' diagnostic scores to address foundational skills gaps. The DAR TTS provides resources to support students' needs aligned to the DAR results.

Action Step 1 5

Provide additional i-Ready training for K-3 teachers to support teachers in more deeply understanding the program (specifically the monitoring piece).

Person Responsible

Jill Newhouse

Schedule

On 9/25/2015

Evidence of Completion

i-Ready Training Schedule and Teacher Training Guide(s)

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

A school administrator will be in attendance at the PD session.

Person Responsible

Robin Renelus

Schedule

On 9/25/2015

Evidence of Completion

i-Ready Training Agenda and Teacher Training Guide

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

Monitoring of differentiated lesson plans that include evidence of i-Ready data used to make instructional grouping decisions.

Person Responsible

Carolyn Davis

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Administrator's notes captured on classroom visitation forms documenting differentiated lesson plans and use of i-Ready data

G2. If curriculum and instruction is aligned to rigorous standards, then students will demonstrate increased proficiency with those standards. 1

G071708

G2.B1 Teachers' depth of understanding of LAFS and MAFS standards 2

B186947

G2.B1.S1 Utilize EQuIP protocol for analyzing student work/learning tasks to determine alignment with standards. 4

S198365

Strategy Rationale

Utilizing the EQuIP protocol will help teachers determine if instruction/tasks are aligned to Florida Standards. Teachers were introduced to the protocol last year, but we haven't consistently implemented the use of EQuIP.

Action Step 1 5

Teachers will implement the regular use of the EQuIP protocol during common planning sessions with the guidance/support of instructional coaches.

Person Responsible

Jill Newhouse

Schedule

Weekly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Common planning agendas demonstrating use of the protocol to analyze instruction/student work

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

Administrators will review common planning agendas for evidence of use of the EQuIP protocol.

Person Responsible

Carolyn Davis

Schedule

Weekly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Common planning agendas

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

Observations of instruction/learning tasks aligned to standards during classroom walk-throughs

Person Responsible

Carolyn Davis

Schedule

Weekly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Forms used during classroom walk-throughs

G2.B1.S2 Professional book study using "The Common Core Companion- The Standards Decoded" text by Leslie Blauman `4`

🔍 S198366

Strategy Rationale

Utilizing this professional text as a resource during common planning will help teachers unpack the Florida Standards and ensure instruction is aligned to standards.

Action Step 1 `5`

Teachers will engage in a professional book study using the Common Core Companion professional text.

Person Responsible

Jill Newhouse

Schedule

Biweekly, from 10/7/2015 to 12/9/2015

Evidence of Completion

Common planning agendas

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

An administrator will be participating in the book study to monitor fidelity of impementation

Person Responsible

Robin Renelus

Schedule

Biweekly, from 10/7/2015 to 12/9/2015

Evidence of Completion

Common planning agendas, attendance roster for participants

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

Observations of teachers utilizing the text during common planning sessions to assist in unpacking standards and ensuring instruction is aligned with Florida Standards.

Person Responsible

Robin Renelus

Schedule

Biweekly, from 10/21/2015 to 12/9/2015

Evidence of Completion

Common planning agendas

G3. If students demonstrate increased engagement with learning, then students' understanding of grade level content/standards will be enhanced, leading to increased student achievement. 1

G071709

G3.B1 Present instructional delivery methods are not including enough engagement opportunities for students. 2

B186950

G3.B1.S1 Increase the use of collaborative structures during instructional delivery. 4

S198367

Strategy Rationale

Collaboration with others during the learning process leads to a deeper understanding of the content/standards being taught.

Action Step 1 5

Provide PD utilizing the protocols document included with the Duval Reads curriculum (which includes descriptions of collaborative structures)

Person Responsible

Jill Newhouse

Schedule

On 11/18/2015

Evidence of Completion

Early dismissal training agenda, "exit tickets"/reflections from participants

Action Step 2 5

Utilize instructional coach to model the use of collaborative structures during instructional delivery.

Person Responsible

Jill Newhouse

Schedule

Weekly, from 11/30/2015 to 1/29/2016

Evidence of Completion

Coaching cycle feedback forms completed by teachers who have received modeling support.

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

Analysis of coaching logs to determine frequency of classroom modeling opportunities.

Person Responsible

Carolyn Davis

Schedule

Weekly, from 11/30/2015 to 1/29/2016

Evidence of Completion

Coaching logs

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

Classroom walkthroughs to observe the use of collaborative structures during instructional delivery.

Person Responsible

Carolyn Davis

Schedule

Weekly, from 11/30/2015 to 6/3/2016

Evidence of Completion

Anecdotal notes recorded on classroom walkthrough forms, lesson plans with use of collaborative structures noted

G3.B1.S2 Provide ongoing opportunities for student-led data chats in all content areas. 4

S198368

Strategy Rationale

Student engagement and ownership will increase when students are actively in charge of their data.

Action Step 1 5

Provide professional development on utilizing student-led data chats.

Person Responsible

Jill Newhouse

Schedule

On 1/6/2016

Evidence of Completion

Early dismissal training agendas, "exit tickets"/reflections from training participants

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administrators (Principal and AP) will participate in the ERD training on student-led data chats and will provide feedback regarding the training.

Person Responsible

Carolyn Davis

Schedule

On 1/6/2016

Evidence of Completion

Written reflections/feedback from participants following the training

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Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

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Classroom walkthroughs to observe students engaged in student-led data chats

Person Responsible

Robin Renelus

Schedule

Weekly, from 1/20/2016 to 6/3/2016

Evidence of Completion

Classroom walkthrough forms with anecdotal notes re: student-led data chats

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	Provide DAR administration training to selected teachers (those who have not received prior training).	Newhouse, Jill	1/6/2016	PD Training Agenda	1/6/2016 one-time
G1.B1.S2.A1	The leadership team will analyze data to determine where greatest needs are and design interventionists' schedules to accommodate those needs.	Renelus, Robin	9/10/2015	Reading interventionists' schedules	9/10/2015 one-time
G1.B1.S3.A1	Provide additional i-Ready training for K-3 teachers to support teachers in more deeply understanding the program (specifically the monitoring piece).	Newhouse, Jill	9/25/2015	i-Ready Training Schedule and Teacher Training Guide(s)	9/25/2015 one-time
G2.B1.S1.A1	Teachers will implement the regular use of the EQuIP protocol during common planning sessions with the guidance/ support of instructional coaches.	Newhouse, Jill	11/2/2015	Common planning agendas demonstrating use of the protocol to analyze instruction/student work	6/3/2016 weekly
G2.B1.S2.A1	Teachers will engage in a professional book study using the Common Core Companion professional text.	Newhouse, Jill	10/7/2015	Common planning agendas	12/9/2015 biweekly
G3.B1.S1.A1	Provide PD utilizing the protocols document included with the Duval Reads curriculum (which includes descriptions of collaborative structures)	Newhouse, Jill	11/18/2015	Early dismissal training agenda, "exit tickets"/reflections from participants	11/18/2015 one-time
G3.B1.S2.A1	Provide professional development on utilizing student-led data chats.	Newhouse, Jill	1/6/2016	Early dismissal training agendas, "exit tickets"/reflections from training participants	1/6/2016 one-time
G3.B1.S1.A2	Utilize instructional coach to model the use of collaborative structures during instructional delivery.	Newhouse, Jill	11/30/2015	Coaching cycle feedback forms completed by teachers who have received modeling support.	1/29/2016 weekly
G1.MA1	i-Ready (scale scores), Achieve 3000 (lexile scores), FSA scores	Newhouse, Jill	9/30/2015	i-Ready and Achieve 3000 student reports, FSA score reports	6/3/2016 monthly
G1.B1.S1.MA1	Classroom walk-throughs to note use of DAR to identify individual literacy needs as evidenced in differentiated lesson plans	Renelus, Robin	1/13/2016	Administrator's notes on classroom walk-through forms	3/16/2016 weekly
G1.B1.S1.MA1	An administrator will be present at the training.	Davis, Carolyn	1/6/2016	Training agenda including administrator's notes	1/6/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Analysis of student data for those students assigned to the interventionist(s)	Newhouse, Jill	9/30/2015	i-Ready (scale scores from diagnostics) and Achieve 3000 data (lexile scores from level-sets)	6/3/2016 monthly
G1.B1.S2.MA1	The admin team will be involved in the scheduling process to monitor the fidelity of implementing this action step.	Renelus, Robin	9/10/2015	Notes from leadership meeting with evidence of data analysis discussion and scheduling discussion.	9/10/2015 one-time
G1.B1.S3.MA1	Monitoring of differentiated lesson plans that include evidence of i-Ready data used to make instructional grouping decisions.	Davis, Carolyn	9/14/2015	Administrator's notes captured on classroom visitation forms documenting differentiated lesson plans and use of i-Ready data	6/3/2016 weekly
G1.B1.S3.MA1	A school administrator will be in attendance at the PD session.	Renelus, Robin	9/25/2015	i-Ready Training Agenda and Teacher Training Guide	9/25/2015 one-time
G2.MA1	Analysis of student performance on mid-unit and end-of-unit district assessments (math and reading)	Newhouse, Jill	11/2/2015	Student performance data from mid-unit and end-of-unit district assessments (math and reading)	6/3/2016 monthly
G2.B1.S1.MA1	Observations of instruction/learning tasks aligned to standards during classroom walk-throughs	Davis, Carolyn	11/2/2015	Forms used during classroom walk-throughs	6/3/2016 weekly
G2.B1.S1.MA1	Administrators will review common planning agendas for evidence of use of the EQuIP protocol.	Davis, Carolyn	11/2/2015	Common planning agendas	6/3/2016 weekly
G2.B1.S2.MA1	Observations of teachers utilizing the text during common planning sessions to assist in unpacking standards and ensuring instruction is aligned with Florida Standards.	Renelus, Robin	10/21/2015	Common planning agendas	12/9/2015 biweekly
G2.B1.S2.MA1	An administrator will be participating in the book study to monitor fidelity of impementation	Renelus, Robin	10/7/2015	Common planning agendas, attendance roster for participants	12/9/2015 biweekly
G3.MA1	Ongoing analysis of student work and available data (including Achieve 3000 , i-Ready Reading/Math, Science PMAs, and module assessments/performance tasks.	Newhouse, Jill	11/30/2015	Data notebook with annotated score reports	6/3/2016 monthly
G3.B1.S1.MA1	Classroom walkthroughs to observe the use of collaborative structures during instructional delivery.	Davis, Carolyn	11/30/2015	Anecdotal notes recorded on classroom walkthrough forms, lesson plans with use of collaborative structures noted	6/3/2016 weekly
G3.B1.S1.MA1	Analysis of coaching logs to determine frequency of classroom modeling opportunities.	Davis, Carolyn	11/30/2015	Coaching logs	1/29/2016 weekly
G3.B1.S2.MA1	Classroom walkthroughs to observe students engaged in student-led data chats	Renelus, Robin	1/20/2016	Classroom walkthrough forms with anecdotal notes re: student-led data chats	6/3/2016 weekly
G3.B1.S2.MA1	Administrators (Principal and AP) will participate in the ERD training on student-led data chats and will provide feedback regarding the training.	Davis, Carolyn	1/6/2016	Written reflections/feedback from participants following the training	1/6/2016 one-time

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 students begin the school year reading on grade level, then students will be more prepared to work with rigorous standards across content areas.

G1.B1 Students entering a grade far below grade level and teachers needing to address gaps in literacy learning.

G1.B1.S1 Teachers will utilize DAR and analyze results to determine literacy needs.

PD Opportunity 1

Provide DAR administration training to selected teachers (those who have not received prior training).

Facilitator

Jill Newhouse Withrow

Participants

Selected K-5 ELA teachers (those who have not received prior training)

Schedule

On 1/6/2016

G1.B1.S3 Strategically utilize blended learning programs (i-Ready) and DAR Trial Teaching Strategies (TTS) to support instruction to address literacy learning gaps.

PD Opportunity 1

Provide additional i-Ready training for K-3 teachers to support teachers in more deeply understanding the program (specifically the monitoring piece).

Facilitator

Ms. Anderson (i-Ready Rep.)

Participants

K-2 teachers

Schedule

On 9/25/2015

G2. If curriculum and instruction is aligned to rigorous standards, then students will demonstrate increased proficiency with those standards.

G2.B1 Teachers' depth of understanding of LAFS and MAFS standards

G2.B1.S1 Utilize EQuIP protocol for analyzing student work/learning tasks to determine alignment with standards.

PD Opportunity 1

Teachers will implement the regular use of the EQuIP protocol during common planning sessions with the guidance/support of instructional coaches.

Facilitator

Jill Newhouse Withrow

Participants

All K-5 Teachers

Schedule

Weekly, from 11/2/2015 to 6/3/2016

G2.B1.S2 Professional book study using "The Common Core Companion- The Standards Decoded" text by Leslie Blauman

PD Opportunity 1

Teachers will engage in a professional book study using the Common Core Companion professional text.

Facilitator

Jill Newhouse Withrow

Participants

K-5 ELA Teachers

Schedule

Biweekly, from 10/7/2015 to 12/9/2015

G3. If students demonstrate increased engagement with learning, then students' understanding of grade level content/standards will be enhanced, leading to increased student achievement.

G3.B1 Present instructional delivery methods are not including enough engagement opportunities for students.

G3.B1.S1 Increase the use of collaborative structures during instructional delivery.

PD Opportunity 1

Provide PD utilizing the protocols document included with the Duval Reads curriculum (which includes descriptions of collaborative structures)

Facilitator

Jill Newhouse Withrow

Participants

K-5 teachers

Schedule

On 11/18/2015

PD Opportunity 2

Utilize instructional coach to model the use of collaborative structures during instructional delivery.

Facilitator

Jill Newhouse Withrow

Participants

Teachers identified as requiring additional coaching support for implementation of collaborative structures.

Schedule

Weekly, from 11/30/2015 to 1/29/2016

G3.B1.S2 Provide ongoing opportunities for student-led data chats in all content areas.

PD Opportunity 1

Provide professional development on utilizing student-led data chats.

Facilitator

Jill Newhouse Withrow

Participants

K-5 Teachers

Schedule

On 1/6/2016

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	Provide DAR administration training to selected teachers (those who have not received prior training).	$0.00
2	G1.B1.S2.A1	The leadership team will analyze data to determine where greatest needs are and design interventionists' schedules to accommodate those needs.	$0.00
3	G1.B1.S3.A1	Provide additional i-Ready training for K-3 teachers to support teachers in more deeply understanding the program (specifically the monitoring piece).	$0.00
4	G2.B1.S1.A1	Teachers will implement the regular use of the EQuIP protocol during common planning sessions with the guidance/support of instructional coaches.	$0.00
5	G2.B1.S2.A1	Teachers will engage in a professional book study using the Common Core Companion professional text.	$0.00
6	G3.B1.S1.A1	Provide PD utilizing the protocols document included with the Duval Reads curriculum (which includes descriptions of collaborative structures)	$0.00
7	G3.B1.S1.A2	Utilize instructional coach to model the use of collaborative structures during instructional delivery.	$0.00
8	G3.B1.S2.A1	Provide professional development on utilizing student-led data chats.	$0.00
		Total:	$0.00