# Susie E. Tolbert Elementary School



## 2015-16 School Improvement Plan

# Susie E. Tolbert Elementary School

## 1925 W 13TH ST, Jacksonville, FL 32209

## http://www.duvalschools.org/susietolbert

## School Demographics

| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
|:---:|:---:|:---:|
| Elementary | No | 63% |

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

## School Grades History

| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
|:---:|:---:|:---:|:---:|:---:|
| Grade | C* | C | D | C |

*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

At Susie E. Tolbert Elementary School, we will provide meaningful learning experiences where every student will reach academic excellence in every class... everyday.

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

Every student at Susie E. Tolbert Elementary will be inspired and prepared for success in college or a career, and life.

#### School Environment

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

Susie E. Tolbert Elementary works hard to remove the cultural biases and make teachers and students more culturally sensitive to student education and personality development. Students today are a part of an increasingly globalized world where cross-cultural awareness has become necessary. Annually, teachers and staff host a meet and greet opportunity for parents and students to initiate a collaborative relationships prior to the first day of school. Throughout the school year, parent and community involvement activities and events will take place to learn and share information.

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

The faculty and staff of Susie E. Tolbert Elementary establishes a culture of inclusion and respect that welcomes all students. The school utilizes Positive Behavior Interventions and Supports, like Hero K-12, that reward students when they show thoughtfulness and respect for peers, adults and the school.
School-wide expectations are set, taught and reiterated throughout the school year regarding behavioral expectations in the common areas and assemblies are held to discuss appropriate behaviors in and outside of the classroom.
The school makes sure that students interact safely. The faculty and staff monitor bullying in and around the building. Tolbert Elementary enlists the help of all school staff that can keep an eye out for bullying. The staff also helps set the tone at the school. Messages reach kids best when they com from many different adults who talk about and show respect and inclusion.

##### 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

Susie E. Tolbert follows CHAMPs rituals and routines. We are currently formulating a PBIS with the members of the leadership team as well as other teachers. At the school level, we utilize the Hero K-12 Program. Hero is a positive behavioral support system overseen by the adults in the building and given out to individual students. We also have Tolbert Bucks, which is an academic support system that motivates are students to be fully engaged and reach goals with our blended learning programs. The Foundations team meets to address school-wide behavioral issues and brainstorm

ways to respond to issues as they arise. School faculty, staff and teachers are trained on school-wide expectations and how students earn hero points.

**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**

The school ensures the socio-emotional needs of all students in a variety of ways that vary from student to student. Teachers make guidance referrals to our full-time School Counselor when student needs arise. The school strives to reach every students' needs through implementation of guidance lessons, positive referrals, incentives, mentoring, character building, lessons on bullying and Safety Matters (child abuse prevention), school wide. School Counselor documents and follows up with every student concern to ensure students are receiving every service possible.
Students and families who have needs beyond the school's realm of expertise are usually referred to the Full Service program that provides parents who have limited resources and skills with the much needed support. Support is given for behavioral management, psychological services, mental health services and resources, as well as parenting skills and transportation to appointment and meetings.

### 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**

Teachers monitor accurate attendance daily through FOCUS and a follow up is made with the parent after 2 or more absences or tardies. After 3 absences or tardies they are referred to the School Counselor for an AIT meeting.
Attendance below 90 percent would impede any students ability to learn new material and absorb information thus increases behavior problems and increases suspensions.

**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 |
|---|---|---|---|---|
| | 3 | 4 | 5 | |
| Attendance below 90 percent | 9 | 3 | 6 | 18 |
| One or more suspensions | 9 | 7 | 28 | 44 |
| Course failure in ELA or Math | 17 | 0 | 0 | 17 |
| Level 1 on statewide assessment | 19 | 8 | 17 | 44 |

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

| Indicator | Grade Level | | | Total |
|---|---|---|---|---|
| | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 17 | 2 | 8 | 27 |

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

Students receiving two or more early warning indicators are identified by the leadership team and teachers. Students then receive interventions based on the needs anticipated.

The Tolbert RtI Team will follow the Problem Solving Model (problem identification, problem analysis, intervention design and implementation, and evaluation) to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (Tier 2 or Tier 3). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

Interventions being utilized include i-Ready online, teacher made centers from Investigation games, leveled readers, Trial Teaching Strategies (DAR Support) FCRR Activities, Achieve 3000, and Houghton Mifflin Leveled text for teacher led groups.

## 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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/205093.

#### *Description*

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

### Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Susie E. Tolbert Elementary builds and sustains partnerships with the community by reaching out to the local community and various agencies through phone calls, face-to-face meetings, letters and/or emails. The school's partnerships are involved in developing positive an proactive relationships with teachers, staff, parents and administrators. Through the availability of family services and resources, the needs of the families are usually specific in nature such as counseling services, food and clothing needs, gifts for the holidays and/or housing services. We diligently seek support services in our immediate community so that the parents are aware of locations and service that are easily accessible to them. Community partners are actively involved in the school's improvement plan development and implementation.

## 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 |
|------|-------|
| Caldwell, La Shawn | Principal |
| English, Paula | Instructional Coach |
| Parker-Freeman, Valencia | Instructional Coach |
| Thomas , Shaakera | Assistant Principal |

**Duties**

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

The Tolbert RtI/SIP teams oversees the creation and implementation of the School Improvement Plan. They lead the faculty in reviewing data and work with the Leadership Team, Grade level Teams, Foundations Team, and Shared Decision Making Team in drafting the SIP. The SIP is approved, regularly reviewed and updated by all teams and the School Advisory Council.
The Tolbert SIP is the guiding document for the work of the school. The plan will be regularly reviewed and updated as the school population of students change. This plan includes formal review procedures which demonstrates how Tolbert has used the RtI process to analyze data and make necessary informed changes positively impact student achievement.

***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/RtI Leadership Team has four primary functions:
1. Regularly attend all district RtI training;
2. Provide presentations to their school faculty and staff on RtI practices;
3. Review school wide student performance data, identifying large scale
needs and problems at particular grade levels; and
4. Monitor the implementation of the three-tiered Response to
Intervention model in their school.
The entire school-based RtI Leadership Team meets at least bi-weekly to engage in school wide problem-solving. The team will engage in the following activities:
● Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation;
● Identify professional development needs and RtI resources;
● Review universal screening data and link to instructional decisions;
● Review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks;
● Monitor RtI activities conducted by the collaborative teacher teams to assure sound problem-solving and fidelity of intervention implementation.
The Tolbert RtI Team will follow the Problem Solving Model (problem identification, problem analysis, intervention design and implementation, and evaluation) to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (Tier 2 or Tier 3). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

## School Advisory Council (SAC)

**Membership:**

| Name | Stakeholder Group |
| --- | --- |
| LaShawn Caldwell | Principal |
| Peter Bishop | Parent |
| Janis Wood | Teacher |
| Celeste Amrullah | Parent |
| LeQuita Brooks | Parent |
| Peggy Crawford | Business/Community |
| Katecia Green | Parent |
| Yolanda McCray | Teacher |
| Valencia Parker-Freeman | Parent |
| Latoya Powell | Parent |
| Janis Wood | Teacher |
| Ponniah Anbu | Business/Community |
| Lori Eisenberg Castro | Teacher |
| Paula English | Teacher |
| Gwendolyn Tucker | Education Support Employee |
| Gale Winn | Teacher |
| Jeremy Green | 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*

Each member receives a copy of the SIP from the previous year, along with the school's data. After discussing the needs assessment, the members are asked for input based on what is presented from the development of the SIP by administration, faculty and staff. Discussion is held as to the resources, tools and personnel that are in place to increase or maintain our school proficiency level.

*Development of this school improvement plan*

To assist in the preparation and evaluation of the school improvement plan (Sec. 1001.452(2) F.S.), The members of the SAC team will be provided trend and current data to determine the needs of the school to maintain student achievement and continue to focus on targeted sub-groups for improvement. The SAC team will also determine if needed, the monetary allocations that are aligned with improving student achievement.

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

The annual budget is based on the needs of the SIP and what is allotted from the state.
The school's budget for the rising school year is shared with the SAC at the last meeting in May. In September, it is shared with the new SAC and the members have an opportunity to ask questions. The district uses an Allocation Model to determine school budgets.

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

***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 |
| --- | --- |
| Parker-Freeman, Valencia | Instructional Coach |
| Caldwell, La Shawn | Principal |
| English, Paula | Instructional Coach |
| Thomas , Shaakera | Assistant Principal |

**Duties**

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

The LLT will work with all stakeholders to move our first quartile students. They will also mentor students who have been identified as at-risk students. The team reviews student data(at the state, district, and classroom level) and communicates ideas and/or makes decisions about curriculum practices in reading and writing school wide and/or at grade level.
Literacy Leadership Team initiatives include, but are not limited to:
1.Florida State Common Core Standards
2. Achieve 3000
3. iReady Reading
4. Million Word Campaign
5. Celebrate Literacy Week
6. Increase opportunities to read more through use of informational text and novels

## 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

Susie E. Tolbert Elementary implements weekly Common Planning Meetings with administration and instructional coaches which gives teachers the opportunity to work together and collaborate and receive regular professional development opportunities. Teachers also have additional daily common planning time which gives teachers opportunities for common planning time and collaboration with their colleagues. When needed, academic support from school-based coaches is available.

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

Ongoing training at both the school level (Early Release, Faculty meeting, and Planning Days training sessions) and district level (content training and leadership development).
• Principal, Assistant Principal, Coaches, Teacher Leaders
Establishment of model classrooms for on-site PD for all teachers.
• Principal, Assistant Principal, Coaches, Teacher Leaders

Ongoing mentorship at the school level by CET trained teachers.
• Principal, Assistant Principal, Coaches, Teacher Leaders

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

All mentoring teachers must be CET Trained in addition to successfully completing the Teacher, Math and/or Reading Academy. The mentor teachers must have at least 3 years of successful teaching experience and ratings of effective or highly effective. The pairings are made based upon content areas of expertise. The purpose of this partnership is to build capacity and support within the school by offering times to meet and collaborate, complete paperwork based on district timeline and to answer any questions or concerns that may arise.

## 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***

Susie E. Tolbert Elementary ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block
•Infuse writing into all content areas.
•Providing iii instruction based on student needs
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based on RRR levels
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction
•Providing Process and Strategy charts for reminders of teaching

#### 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***

At Susie E. Tolbert Elementary teachers, coaches, interventionist and administration analyze, track and monitor student performance data to plan for differentiated instruction with each core subject area instructional blocks.
Students are provided intensive support by the teacher and interventionist based on triangulated

data sources such as iReady, DAR, District Baseline Assessments, Achieve 3000, teacher made assessments, Math Investigations assessments and teacher observation. Students are progressed monitored monthly by

using the available web-based programs and DAR TTS lessons as needed. Teachers target specific standards and skills that are not proficient and need to be addressed intensively through small group center rotations and activities that strategically align with the data sources using a variety of resources as well as the district's curriculum/resources. iReady lessons are used to differentiate instruction for reading and math that specifically meets the needs of each student based on their performance of non-proficient skills. Beginning this year, students that have been identified by various assessments may also receive intensive support from the reading interventionist using the Barton System and the other resources. If students are still demonstrating difficulties at attaining mastery are referred to the RtI team.Teachers employ a variety of instructional strategies that have proven to be successful in meeting the

needs of low-performing students to close the academic achievement gap. Strategies that are engaging and of interest to students yield more positive results. Effective and consistent use of these strategies allows for students to build a repertoire of skills to be used in the future.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 300

Cathedral Arts Project's mission is to enrich the quality of education at Susie Tolbert Elementary through unleashing the creative spirit of young people. By providing access to instruction in the visual and performing arts, we empower under-served, school-aged children to succeed in all areas of their lives.
Students have the opportunity to join the Robotics club where they are learning STEAM concepts. Perennial Math is a nationally recognized advanced math competition. It enhances team problem solving skills and promotes critical thinking for advanced students.
Qualified students will also be given an opportunity to join the National Elementary Honor Society. Students interested will also have an opportunity to join the Chess Club.

### Strategy Rationale

Students and parents have expressed a desire to enrich the quality of education through extracurricular activities.

### Strategy Purpose(s)

- Enrichment

### Person(s) responsible for monitoring implementation of the strategy
Thomas , Shaakera , thomass6@duvalschools.org
### Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected through parent and student surveys, assessments, FSA results, and District Assessments.

## 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***

All members of the school staff participate in collaborative learning communities that meet both
informally and formally on a regular schedule. Collaboration occurs across grade levels, content
areas, and feeder schools. Staff members implement a formal process that promotes productive
discussion about student learning. School personnel can clearly link collaboration to improvement
results in instructional practice and student performance.

**College and Career Readiness**

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

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

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

***Describe strategies for improving student readiness for the public postsecondary level based
on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4),
Florida Statutes***

# Needs Assessment

## Problem Identification

### Data to Support Problem Identification

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

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

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

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

# School Improvement Goals

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

## Problem Solving Key

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

`1` = Problem Solving Step          🔍 S123456 = Quick Key

## Strategic Goals Summary

**G1.**     If all teachers and staff utilize Positive Behavior Support System, then school culture will improve.

**G2.**     If teachers actively participate in the Professional Learning Communities (PLC's) and implement the Duval Core Curriculum, then students' proficiency in the core academic area will increase.

## 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 all teachers and staff utilize Positive Behavior Support System, then school culture will improve. `1a`

`G071726`

**Targets Supported** `1b`

| Indicator | Annual Target |
| --- | --- |

**Resources Available to Support the Goal** `2`

- School- wide personnel

- Hero classroom management system

- PBIS Support personnel

**Targeted Barriers to Achieving the Goal** `3`

- The need to implement and maintain consistency in using the program

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

Throughout the year, usage reports and positive student tracking will be monitored as we work towards our goal.

**Person Responsible**
Shaakera Thomas

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

***Evidence of Completion***
Usage reports, attendance during incentive parties, positive student tracking, student discipline in Focus, Classroom and Common Area Walk-Throughs

**G2.** If teachers actively participate in the Professional Learning Communities (PLC's) and implement the Duval Core Curriculum, then students' proficiency in the core academic area will increase. 1a

G071727

### Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|

### Resources Available to Support the Goal 2

- Technology Interests
- Blended Learning Tools
- Duval Core Curriculum
- Support Personnel
- PLC/Common Planning Documents

### Targeted Barriers to Achieving the Goal 3

- Teachers limited understanding of the Duval Core Curriculum.

### Plan to Monitor Progress Toward G2. 8

Student work samples, data from assessments

**Person Responsible**
Shaakera Thomas

**Schedule**
Biweekly, from 10/5/2015 to 5/31/2016

*Evidence of Completion*
Documentation of unwrapping standards, lesson plans, meeting agendas, PLC notes

## 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 all teachers and staff utilize Positive Behavior Support System, then school culture will improve. 1

🔑 G071726

**G1.B2** The need to implement and maintain consistency in using the program 2

🔑 B186999

**G1.B2.S1** Provide sessions on how to effectively utilize the Hero K-12 positive behavior system. 4

🔑 S198422

**Strategy Rationale**

If teachers, faculty and staff are equipped to implement the positive behavior system, then it will be utilized with fidelity.

**Action Step 1** 5

Teachers, faculty and staff will utilize strategies from the professional development sessions on the effectiveness of embedding Hero with classroom CHAMPS and school-wide rituals and routines.

**Person Responsible**

Paula English

**Schedule**

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

***Evidence of Completion***

Students will be tracked monthly in the Positive Behavior System, Incentives, Evidence of CHAMPS expectations posted in the classroom, Classroom Observations and walk through logs, Discipline data from FOCUS.

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

Teachers will receive incentives for consistently using positive behavior system to reward school wide expectations. Administrators will conduct focus walks, participate in RTI meetings to monitor the implementation of CHAMPS, Restorative Practices and RTI strategies.

### Person Responsible

Shaakera Thomas

### Schedule

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

### *Evidence of Completion*

Usage reports from Hero, Discipline reports from FOCUS, Classroom walk-through documentation, evidence of CHAMPS in the classroom, School-wide assemblies, RTI meeting agenda and documentation, evidence of restorative practices.

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

Effectiveness of Hero, character education program through guidance lessons,hero reports and student tracking will be monitored, discipline and survey data will be monitored and assessed during weekly Leadership Meetings. Foundations Team will meet and identify areas of improvement and next steps. Adjustments will be made as needed.

### Person Responsible

Shaakera Thomas

### Schedule

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

### *Evidence of Completion*

Documentation of student referrals, student tracking through Hero, reward incentives, student discipline data from FOCUS, foundations team meeting sign in and agendas, common area observations, Gallop Survey Results and The New Teacher Project (TNTP) Data

**G2.** If teachers actively participate in the Professional Learning Communities (PLC's) and implement the Duval Core Curriculum, then students' proficiency in the core academic area will increase. `1`

🔑 G071727

**G2.B1** Teachers limited understanding of the Duval Core Curriculum. `2`

🔑 B187000

**G2.B1.S1** Instructional Coaches and leadership will facilitate professional development sessions for teachers to understand Duval Core Curriculum and unpacking lesson aligned with Item Specifications and higher level questioning stems. `4`

🔑 S198424

### Strategy Rationale

Teachers will become more familiar with the new curriculum through the professional development sessions and alignment of instructional strategies.

**Action Step 1** `5`

Coach will continue to attend district training and provide school-based professional development. Participate in weekly PLC meetings and monthly ERD to increase their understanding of implementing higher level questioning techniques and rigorous instructional activities.

#### Person Responsible

Valencia Parker-Freeman

#### Schedule

Weekly, from 9/7/2015 to 5/31/2016

#### *Evidence of Completion*

ERD and PLC Meeting agendas and notes, professional development notebook, exit tickets, take away activities

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

Grade level collaborative common planning dedicated to unpacking Duval Core Curriculum. Leadership will conduct on-going classroom observations and focus walks to monitor implementation of instructional strategies as aligned to the Four Pillars of Excellent Instruction and Florida State Standards.

### Person Responsible

Shaakera Thomas

### Schedule

Weekly, from 9/7/2015 to 5/31/2016

### *Evidence of Completion*

Documentation of standards unwrapped, Meeting Agendas and notes, documentation of coaches log, student work, assessment data, walk through documentation.

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

Increased teacher understanding of Duval Core Curriculum lessons as observed through student work samples, analyzing data and making necessary adjustments with instructional strategies.

### Person Responsible

Valencia Parker-Freeman

### Schedule

Weekly, from 10/5/2015 to 5/31/2016

### *Evidence of Completion*

Review of Student work, exit tickets, assessments, PLC meeting notes, Data chats documentation

## 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.B2.S1.A1 | Teachers, faculty and staff will utilize strategies from the professional development sessions on the effectiveness of embedding Hero with classroom CHAMPS and school-wide rituals and routines. | English, Paula | 9/21/2015 | Students will be tracked monthly in the Positive Behavior System, Incentives, Evidence of CHAMPS expectations posted in the classroom, Classroom Observations and walk through logs, Discipline data from FOCUS. | 6/3/2016 quarterly |
| G2.B1.S1.A1 | Coach will continue to attend district training and provide school-based professional development. Participate in weekly PLC meetings and monthly ERD | Parker-Freeman, Valencia | 9/7/2015 | ERD and PLC Meeting agendas and notes, professional development notebook, exit tickets, take away activities | 5/31/2016 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| | to increase their understanding of implementing higher level questioning techniques and rigorous instructional activities. | | | | |
| G1.MA1 | Throughout the year, usage reports and positive student tracking will be monitored as we work towards our goal. | Thomas , Shaakera | 9/21/2015 | Usage reports, attendance during incentive parties, positive student tracking, student discipline in Focus, Classroom and Common Area Walk-Throughs | 6/3/2016 monthly |
| G1.B2.S1.MA1 | Effectiveness of Hero, character education program through guidance lessons,hero reports and student tracking will be monitored, discipline and survey data will be monitored and assessed during weekly Leadership Meetings. Foundations Team will meet and identify areas of improvement and next steps. Adjustments will be made as needed. | Thomas , Shaakera | 9/21/2015 | Documentation of student referrals, student tracking through Hero, reward incentives, student discipline data from FOCUS, foundations team meeting sign in and agendas, common area observations, Gallop Survey Results and The New Teacher Project (TNTP) Data | 6/3/2016 biweekly |
| G1.B2.S1.MA1 | Teachers will receive incentives for consistently using positive behavior system to reward school wide expectations. Administrators will conduct focus walks, participate in RTI meetings to monitor the implementation of CHAMPS, Restorative Practices and RTI strategies. | Thomas , Shaakera | 9/21/2015 | Usage reports from Hero, Discipline reports from FOCUS, Classroom walk-through documentation, evidence of CHAMPS in the classroom, School-wide assemblies, RTI meeting agenda and documentation, evidence of restorative practices. | 6/3/2016 weekly |
| G2.MA1 | Student work samples, data from assessments | Thomas , Shaakera | 10/5/2015 | Documentation of unwrapping standards, lesson plans, meeting agendas, PLC notes | 5/31/2016 biweekly |
| G2.B1.S1.MA1 | Increased teacher understanding of Duval Core Curriculum lessons as observed through student work samples, analyzing data and making necessary adjustments with instructional strategies. | Parker-Freeman, Valencia | 10/5/2015 | Review of Student work, exit tickets, assessments, PLC meeting notes, Data chats documentation | 5/31/2016 weekly |
| G2.B1.S1.MA1 | Grade level collaborative common planning dedicated to unpacking Duval Core Curriculum. Leadership will conduct on-going classroom observations and focus walks to monitor implementation of instructional strategies as aligned to the Four Pillars of Excellent Instruction and Florida State Standards. | Thomas , Shaakera | 9/7/2015 | Documentation of standards unwrapped, Meeting Agendas and notes, documentation of coaches log, student work, assessment data, walk through documentation. | 5/31/2016 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.*

**G2.** If teachers actively participate in the Professional Learning Communities (PLC's) and implement the Duval Core Curriculum, then students' proficiency in the core academic area will increase.

**G2.B1** Teachers limited understanding of the Duval Core Curriculum.

**G2.B1.S1** Instructional Coaches and leadership will facilitate professional development sessions for teachers to understand Duval Core Curriculum and unpacking lesson aligned with Item Specifications and higher level questioning stems.

### PD Opportunity 1

Coach will continue to attend district training and provide school-based professional development. Participate in weekly PLC meetings and monthly ERD to increase their understanding of implementing higher level questioning techniques and rigorous instructional activities.

#### Facilitator

Instructional Coaches

#### Participants

Grade level core teachers

#### Schedule

Weekly, from 9/7/2015 to 5/31/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

| | | | |
|---|---|---|---|
| 1 | G1.B2.S1.A1 | Teachers, faculty and staff will utilize strategies from the professional development sessions on the effectiveness of embedding Hero with classroom CHAMPS and school-wide rituals and routines. | $0.00 |
| 2 | G2.B1.S1.A1 | Coach will continue to attend district training and provide school-based professional development. Participate in weekly PLC meetings and monthly ERD to increase their understanding of implementing higher level questioning techniques and rigorous instructional activities. | $0.00 |
| | | **Total:** | **$0.00** |