

Duval County Public Schools

Martin Luther King, Jr Elementary School



2015-16 School Improvement Plan

Martin Luther King, Jr Elementary School

8801 LAKE PLACID DR E, Jacksonville, FL 32208

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	82%

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	D*	C	D	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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	32
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	0

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

Martin Luther King Jr. F.A.M.E. Academy will provide a quality education stimulating to all, and supported by diverse learning opportunities every day.

Provide the school's vision statement

At Martin Luther King Jr. F.A.M.E Academy students will become life-long learners with unlimited boundaries.

School Environment

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

At Martin Luther King Jr. F.A.M.E. Academy teachers survey the parents and students to gain insight on their backgrounds, their likes, and hobbies they enjoy. Teachers take a tour of the neighborhoods that the students come from in order to gain insight on their community.

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

Martin Luther King Jr. F.A.M.E. Academy creates a safe and respected learning environment by incorporating positive behavior management strategies school-wide. Students have the opportunity of being recognized from all faculty and staff in the building. When students are caught exhibiting positive behaviors they receive a positive referral. Positive referrals are announced daily on the morning announcement and students receive a bag of treats. Students can also earn "Take Flight Eagles" for their class when the entire class is recognized for exhibiting positive behaviors. The class with most "take flight eagles" is awarded a class party. Students also have an opportunity to shop at the "eagle store" every nine weeks for having good conduct and exhibiting the character traits. As stated on the Gallup survey the students feel safe and respected by all faculty.

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

Martin Luther King Jr. F.A.M.E Academy utilizes the CHAMPs and PBIS (Positive Behavioral Interventions and Support) behavior management system school-wide. CHAMPs is used in the classroom and the common areas throughout the school. one strategy utilized through our PBIS system students can earn points/clips throughout the day for exhibiting positive behaviors. When students do not follow the school rules they can lose their points/clips. The points/clips represents the student's daily conduct grade. Training was provided on the school-wide behavioral expectations and procedures to all faculty during pre-planning. Parents are notified of the expectations in the parent handbook distributed during the first week of school. Students consequences are consistent and fair throughout the school: parent contact, meeting with guidance counselor, behavior contract, parent-teacher conference, and then disciplinary referral.

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

At Martin Luther King Jr. F.A.M.E. Academy our goal is to meet the needs of the whole child. Our guidance counselor provides monthly character trait lessons through the Ready for Learn program. The school has a partnership with Ribault Full Service Schools, the Big Brother and Big Sister Program, and the 100 Black Men mentor a couple of our boys bi-weekly. Teachers also teach the second-step curriculum to ensure students are exposed to lessons in treating each other fairly.

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

Monthly Attendance Intervention Team Meetings are conducted for those students who miss more than five days in a calendar month. Students who are struggling academic are referred to the problem solving team to determine strategies to help them be more successful. Struggling readers work with primary or intermediate reading interventionist. Students with multiple behavior incidence and suspensions are paired with a faculty mentor who provides support, encouragement, and acts as a liaison between the school and family. Students are also referred to the guidance counselor or mental health counselor for support when they have multiple discipline issues.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	22	25	24	16	9	105
One or more suspensions	0	6	5	9	14	13	47
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	15	35	19	35	36	46	186

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

Monthly Attendance Intervention Team Meetings are conducted for those students who miss more than five days in a calendar month. Students who are struggling academic are referred to the problem solving team to determine strategies to help them be more successful. Struggling readers work with primary or intermediate reading interventionist. Students with multiple behavior incidence and suspensions are paired with a faculty mentor who provides support, encouragement, and acts as a liaison between the school and family. Students are also referred to the guidance counselor or mental health counselor for support when they have multiple discipline issues.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Parental involvement is vital to student achievement. Parent Professional development opportunities will be offered twice a month. We would like 25% of our parents to take part in these offerings. We will hold parent conferences the 1st and 3rd nine weeks and we would like 90% of our parents to attend. at programs where students have the opportunity to highlight their talents is also key. We would like 80% participation from our parents.

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

Martin Luther King Jr. F.A.M.E. Academy sustains partnerships with the local community with the support of our volunteer liaison. Our volunteer liaison works to build and sustain partnerships by visiting local businesses, sending out letters, and applying for local grants. The community and partners are invited to our monthly School Advisory Council meetings to hear about student achievement and offer support in moving our to higher levels of student achievement.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Gentry, Cindy	Principal
Anderson, Teia	Instructional Coach
White, Nikesha	Assistant Principal
Merkison, Armedra	Instructional Coach
Walters, Gina	Guidance Counselor

Duties

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

- Administrators (Cindy Gentry and Nikesha White): Provides a common vision for the use of data-based decision-making; ensures that the grade levels chairs are updated on the weekly expectations; Monitors student work using the Equip Protocol (Student Work Protocol); analyzing and disaggregating student data; makes school -based decisions based on the data and feedback from

grade level chairs

- Academic Coaches (Anderson, and Merkison): Develops, leads, and evaluates school core content standards/programs; reviews and provides support with the curriculum guides; analyzing and disaggregating student data; proves research-based interventions to teachers for student achievement.
- School Counselor (Walters): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; provides group and individual student interventions; and conducts direct observation of student behavior.

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

The School Improvement Plan becomes the guiding document for the work of the school. The School's Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The School's Leadership Team finalizes the plan. The School's Leadership Team will regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school utilizes data to inform instruction and make mid-course adjustments as data are analyzed.

Title I, Part A

Services are provided to ensure students receive additional remediation through after-school programs and/or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. The Summer Academy is funded through this source which extends students learning opportunities.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. The District purchased I-Ready and Achieve 3000 licenses to integrate with instruction. In addition, professional development for I-Ready and Achieve 3000 will be provided.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the Ribault Full Service Program and United Way to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 and Level 2 students, SAI funds will be used to pay for teacher salaries for Saturday School and/or Part-Time Reading Interventionists.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Bradford Hall	Business/Community
Lizzie Peeples	Teacher
Marilyn Hill	Business/Community
Betty Burney	Business/Community
Cindy Gentry	Principal
Lauren Apolito	Teacher
Samantha Valentini	Teacher
Latesha Wright	Parent
Erika Jones	Parent
Nicole Johnson	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

The newly appointed SAC committee will review the 2014-2015 school improvement plan to determine its effect on student achievement. Each member will be given a copy of the plan and the report card. Discussions will be held to analyze strategies and determine which strategies lead to improvements and which had no effect on changing student achievement.

Development of this school improvement plan

The SAC submits additional strategies and resources to enhance student achievement. The principal reviews data with the SAC team monthly in order to continuously update the school improvement plan based on student needs.

Preparation of the school's annual budget and plan

The annual budget guidelines and allocated funds are shared with the SAC committee during the budget process. The SAC committee votes on positions and resources they fill will have the greatest impact on student achievement. The SAC committee's vote is shared during the shared governance meeting and all votes are taken in consideration when preparing the final budget.

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

School Improvement funds are utilized to provide supplemental materials to the school. After data is reviewed materials are selected based on the needs of the students. Funds are appropriated towards the strategies identified in the school improvement plan.

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
Gentry, Cindy	Principal
White, Nikesha	Assistant Principal
Merkison, Armedra	Instructional Coach
Beyer, Brittany	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team promotes literacy within the school by supporting teachers in their acquisition of instructional skills, analysis and interpretation of data, and planning for differentiation. The LLT supports students within the classroom, promotes literacy across the school through special programs such as Reading Our Way to College (25 Book Campaign), Principal's Book of the Month Club, Book Character Parade, Literacy Nights and the Open Checkout program. The LLT also monitors and ensures that financial resources are used to promote literacy across the school.

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

Bi-weekly Professional Development is held on Wednesdays to support teachers with curriculum mapping, analyzing data, and lesson planning. Instructional Rounding is used to focus observations on teacher behaviors that lead to increased student achievement. Student work is examined using learning protocols. The Instructional Coaches and Administration work with grade levels to increase proficiency and teaching skills.

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

1. Mentor Monthly Meetings on Mondays are held with the Novice Teacher, Mentor, Administrator, and PDF. Strategies are provided to help show competency in the Florida Educator Accomplished Practices
2. Bi-weekly Professional Development is held on Wednesdays to support teachers with curriculum mapping, analyzing data, and looking at student work. The Instructional Coaches and Administration work with grade levels in specific content areas.
3. Teacher Mentoring Program assigns a highly qualified mentor to work with a beginning teacher throughout the school year. Mentors support the teachers with classroom management, lesson planning and delivery, and any other areas of need.
4. Teach For America Support Staff visits core members on a weekly basis. Providing specific feedback to classroom observations.

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

AT Martin Luther King Jr. F.A.M.E. Academy we work diligently to retain and recruit the best teachers. When teachers are recruited that are placed immediately matched with a mentor teacher who has been CET trained, rated effective or highly effective, and one who has proven data results. The mentee is provided intensive support with:

- CHAMPs system to assist with classroom management.
- Mentor observation cycles in which new teachers receive formative feedback and targeted coaching from

mentor.

- New teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
- MINT Monday learning sessions that focus on identified areas of need from CAST evaluation and checklist to monitor progress for certification process.
- Collaborative learning groups, data chats, WOW Wednesday, Instructional Rounding, provide additional layers of support and learning opportunities.
- Lesson plan support for diverse learners, shadow and observe teachers.
- Analysis of student work to inform instruction.

Currently the following teachers are paired

Teachers are paired with mentors who are content and/or grade level alike.

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

At MLK we implement with fidelity the district's adopted reading and math programs. The use of these programs and the district's curriculum guides and assessments ensure our instruction is aligned to the depth and rigor of the Florida standards for math and English language arts. The core programs have been evaluated and vetted using the Instructional Materials Evaluation Tool (IMET).

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 Martin Luther King Jr. F.A.M.E. Academy data is used to strategically plan lessons that meet the needs of the students. After data is analyzed and disaggregated by teachers support is provided by the academic coaches and administration on developing effective lessons and differentiated center rotations. Daily teacher led group instruction is provided to ensure student growth. Achieve 3000 and I-Ready computer based programs are geared towards the independent levels of students.

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

Strategy: After School Program

Minutes added to school year: 10,800

Team Up after school program allows for an additional push-in support during our additional hour of school. Half of the classes have an additional adult in the room to provide small group support in reading. Students receive additional instruction in reading. Students also spend time on completing home learning activities that support the objectives for the day. There are a total of 220 students in K- 5 being served.

Strategy Rationale

Students will receive additional remediation in reading, concentration on responding to literature by citing evidence in text and embedding writing in all content areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected from the weekly/ bi-weekly mini assessments. Teachers adjust home learning activities based on student data. The home learning activities are reviewed during the after school program.

Strategy: Extended School Day

Minutes added to school year: 10,800

Power Hour is the additional hour of the school day to be utilized to increase student proficiency in Reading and Writing. All students have been assessed to identify level of proficiency and placed in a program to address their deficiencies. The programs to be utilized are Achieve 3000 and Write to Learn (3-5), Curriculum Guide Standards (K-2).

Strategy Rationale

Students will receive additional remediation in reading, and science with a concentration on responding to literature by citing evidence in text and embedding writing in content areas. This is accomplished through analyzing science data, identifying standards of weakness and assigning those topics as informational text in Achieve 3000. By doing this students are receiving the remediation they need in science and the skills needed for reading and writing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Mini assessment from Achieve 3000, Write to Learn and CGA data.

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

At Martin L. King, Jr. Elementary F.A.M.E. Academy, we have two Pre-Kindergarten classes which increase the transitional learning at the school base level. All incoming Kindergarten students are assessed upon entering school to assist in differentiated instruction, as well as intervention strategies and programs. All students are assessed using FLKRS/Echos, IReady, PAST, and a letters and sounds assessment.

Screening data will be collected and disaggregated by the end of September 2015. Data will be used to plan daily instruction for all students; including those who may need intervention beyond core instruction. Teachers will provide differentiated instruction in small groups in order to meet students' needs. Instruction will include modeling, guided practice, and independent practice of all areas identified by screening data.

After data is gathered and analyzed, teachers will group students according to areas of non proficiency.. Teachers will provide remediation based on identified skills and standards during teacher-led groups to address foundational skills, as well as guided reading.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and instructional needs.

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

- .

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers utilize data-driven, research-based instructional strategies in all content areas, then student achievement will increase.
- G2.** If all faculty and staff utilize a system of positive behavior support, then discipline and school culture will improve.
- G3.** If teachers increase the use of purposeful, content-area writing in all content areas, then student achievement and proficiency 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 teachers utilize data-driven, research-based instructional strategies in all content areas, then student achievement will increase. 1a

G071743

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	40.0
FSA Mathematics - Achievement	55.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- School based reading coach
- District Literacy Specialists
- District Curriculum Guides
- District ELA Curriculum (Core Knowledge and Expeditionary Learning)
- Professional Literature

Targeted Barriers to Achieving the Goal 3

- Teachers lack strategies for teaching the content included in the Florida Math and ELA standards at the rigor required.

Plan to Monitor Progress Toward G1. 8

Administrators and coaches will review student data to measure improvements in instruction.

Person Responsible

Cindy Gentry

Schedule

Biweekly, from 11/9/2015 to 6/10/2016

Evidence of Completion

Student Data from multiple sources (module assessments, Achieve 3000 Level Set Data, I-Ready progress monitoring data)

G2. If all faculty and staff utilize a system of positive behavior support, then discipline and school culture will improve. 1a

G071744

Targets Supported 1b

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

Discipline incidents

Resources Available to Support the Goal 2

- Positive Behavior Support Plan Vamecia Powell, Student Discipline and Support Services Specialist Second Step Curriculum Hero K-12 Program Ne'Shaun Borden, Licensed Mental Health Counselor (Proof of Concept Schools)
- Positive Behavior Support Plan Vamecia Powell, Student Discipline and Support Services Specialist Second Step Curriculum Hero K-12 Program Ne'Shaun Borden, Licensed Mental Health Counselor (Proof of Concept Schools)
- Positive Behavior Support Plan Vamecia Powell, Student Discipline and Support Services Specialist Second Step Curriculum Hero K-12 Program Ne'Shaun Borden, Licensed Mental Health Counselor (Proof of Concept Schools)

Targeted Barriers to Achieving the Goal 3

- Faculty and staff lack proficiency with strategies for positively impacting student behavior.

Plan to Monitor Progress Toward G2. 8

Discipline data
Data from PBS team walkthroughs
CAST Domain 2 data

Person Responsible

Nikeshia White

Schedule

Monthly, from 11/4/2015 to 6/10/2016

Evidence of Completion

Student discipline data and data from Domain 2 of the CAST rubric will be evaluated.

Plan to Monitor Progress Toward G2. 8

Discipline data
Data from PBS team walkthroughs
CAST Domain 2 data

Person Responsible

Nikeshia White

Schedule

Monthly, from 11/4/2015 to 6/10/2016

Evidence of Completion

Student discipline data and data from Domain 2 of the CAST rubric will be evaluated.

Plan to Monitor Progress Toward G2. 8

Discipline data
Data from PBS team walkthroughs
CAST Domain 2 data
Gallup Poll Data

Person Responsible

Nikesha White

Schedule

Monthly, from 11/4/2015 to 6/10/2016

Evidence of Completion

Student discipline data and data from Domain 2 of the CAST rubric will be evaluated.

G3. If teachers increase the use of purposeful, content-area writing in all content areas, then student achievement and proficiency will increase. 1a

G071745

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	40.0
FSA Mathematics - Achievement	55.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- District Specialist support during common planning and early dismissal
- School-Based Coaches
- State writing rubric
- District-provided curriculum resources
- Blended learning programs (Achieve 3000)
- Professional Reading "Close Reading and Writing from Sources" by Fisher and Frey

Targeted Barriers to Achieving the Goal 3

- Teachers have limited understanding of strategies to embed purposeful writing in all content areas.

Plan to Monitor Progress Toward G3. 8

Monitor Student assessment data from on-demand writing
Use the EQUIP protocol to monitor the quality of journal tasks
Analysis of student writing samples

Person Responsible

Armedra Merkison

Schedule

Biweekly, from 11/14/2014 to 6/8/2015

Evidence of Completion

Increase in student rubric scores on writing Closer alignment of journal tasks

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers utilize data-driven, research-based instructional strategies in all content areas, then student achievement will increase. **1**

 G071743

G1.B1 Teachers lack strategies for teaching the content included in the Florida Math and ELA standards at the rigor required. **2**

 B187037

G1.B1.S1 Teachers will participate in weekly common planning with school-based and district literacy coaches to plan instruction based on the standards. **4**

 S198458

Strategy Rationale

Job-embedded professional learning through common planning will help teachers learn effective strategies for teaching the standards.

Action Step 1 **5**

Administrators and coaches will work with teachers during common planning each week.

Person Responsible

Armedra Merkison

Schedule

Weekly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Common planning agenda and notes lesson plans

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

Administration will participate in common planning and review agendas and notes.

Person Responsible

Cindy Gentry

Schedule

Weekly, from 9/9/2015 to 6/10/2016

Evidence of Completion

Common planning agendas and notes

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

Administrators will perform classroom walk-throughs and observations using the CAST rubric to determine improvements in pedagogy and instructional delivery.

Person Responsible

Cindy Gentry


Schedule

Weekly, from 9/9/2015 to 6/10/2016

Evidence of Completion

Walk through documents observation notes and feedback CAST Data

G1.B1.S2 Teachers will participate in instructional rounds both in and outside of the school. 4

 S198459

Strategy Rationale

By observing, analyzing and discussing the instruction of colleagues, teachers will come to a common understanding of good instruction.

Action Step 1 5

Teachers will visit the classrooms of colleagues in and out of the school to observe quality instruction.

Person Responsible

Cindy Gentry

Schedule

Monthly, from 11/18/2015 to 6/10/2016

Evidence of Completion

Instructional rounds agendas Teacher reflection forms

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

Administration will participate in instructional rounds and debrief with teachers.

Person Responsible

Schedule

Quarterly, from 11/19/2015 to 6/10/2016

Evidence of Completion

Anecdotal notes from classroom visits Teacher reflection forms

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

Administrators will review and analyze data from CAST observations for Domain 3, conduct classroom walkthroughs to measure improvement in instructional delivery and use of instructional best practices

Person Responsible

Schedule

Quarterly, from 12/9/2015 to 6/10/2016

Evidence of Completion

CAST data Anecdotal from classroom visits

G2. If all faculty and staff utilize a system of positive behavior support, then discipline and school culture will improve. 1

 G071744

G2.B1 Faculty and staff lack proficiency with strategies for positively impacting student behavior. 2

 B187038

G2.B1.S1 All faculty and staff will utilize Hero K-12 to track the incidence of positive behaviors demonstrated by students. 4

 S198460

Strategy Rationale

Providing incentives and positive recognition for the behaviors we want to see will increase those behaviors.

Action Step 1 5

Teachers will receive training on how to access the website and track student behaviors.

Person Responsible

Cindy Gentry

Schedule

On 9/9/2015

Evidence of Completion

Teacher sign in sheets

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

Administrators will monitor data on usage of the program and number of points assigned

Person Responsible

Cindy Gentry

Schedule

Weekly, from 10/7/2015 to 6/10/2016

Evidence of Completion

Weekly Newsletters Hero Bulletin Board

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

Administrators will monitor discipline data, classroom environment (CAST Domain 2), and collect data from common areas to determine improvements in school culture

Person Responsible

Nikeshia White

Schedule

Monthly, from 11/18/2015 to 6/10/2016

Evidence of Completion

Discipline data reports Data collected from common area observations

G3. If teachers increase the use of purposeful, content-area writing in all content areas, then student achievement and proficiency will increase. 1

G071745

G3.B1 Teachers have limited understanding of strategies to embed purposeful writing in all content areas. 2

B187041

G3.B1.S1 Teachers will participate in a school wide district training on embedding writing in all content areas utilizing rubrics. 4

S198461

Strategy Rationale

Embedding writing in all content areas teachers need assistance with content on writing, writing instruction, and how to utilize rubrics effectively.

Action Step 1 5

Teachers will participate in professional development on effective implementation of writing throughout all content areas.

Person Responsible

Armedra Merkison

Schedule

Monthly, from 10/21/2015 to 10/21/2015

Evidence of Completion

Common planning documents Lesson Plans Teacher feedback forms Student work from weekly on-demand writing and demonstration lessons

Action Step 2 5

Teachers will receive training on how to interpret the state writing rubric for informational and opinion writing.

Person Responsible

Armedra Merkison

Schedule

On 11/12/2015

Evidence of Completion

Teacher feedback forms Student writing with teacher feedback based on the rubric Agendas

Action Step 3 5

Teachers will collaborate during common planning to design and analyze (using the EQUIP protocol) content-area journal tasks that increase student writing proficiency.

Person Responsible

Armedra Merkison

Schedule

Biweekly, from 10/21/2015 to 6/10/2016

Evidence of Completion

Common planning agendas Sample journal tasks Student journals with teacher feedback

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

Administration will participate in common planning, review common planning agendas, review student journals and teacher lesson plans and observe classroom instruction.

Person Responsible

Cindy Gentry

Schedule

Weekly, from 11/6/2015 to 6/10/2016

Evidence of Completion

Common planning agendas Student writing samples with teacher feedback Lesson Plans
Data from teacher walkthroughs

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

Instructional Rounds
 Lesson Plan review
 Classroom Walkthroughs
 Teacher Reflection Forms

Person Responsible

Cindy Gentry

Schedule

Monthly, from 11/13/2015 to 6/10/2016

Evidence of Completion

Data from walk-throughs and teacher observations Data from Achieve 3000 2015 FSA Data from on-demand writing prompts Content Area student writing data and samples

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	Administrators and coaches will work with teachers during common planning each week.	Merkison, Armedra	9/10/2015	Common planning agenda and notes lesson plans	6/10/2016 weekly
G1.B1.S2.A1	Teachers will visit the classrooms of colleagues in and out of the school to observe quality instruction.	Gentry, Cindy	11/18/2015	Instructional rounds agendas Teacher reflection forms	6/10/2016 monthly
G2.B1.S1.A1	Teachers will receive training on how to access the website and track student behaviors.	Gentry, Cindy	9/9/2015	Teacher sign in sheets	9/9/2015 one-time
G3.B1.S1.A1	Teachers will participate in professional development on effective implementation of writing throughout all content areas.	Merkison, Armedra	10/21/2015	Common planning documents Lesson Plans Teacher feedback forms Student work from weekly on-demand writing and demonstration lessons	10/21/2015 monthly
G3.B1.S1.A2	Teachers will receive training on how to interpret the state writing rubric for informational and opinion writing.	Merkison, Armedra	11/12/2015	Teacher feedback forms Student writing with teacher feedback based on the rubric Agendas	11/12/2015 one-time
G3.B1.S1.A3	Teachers will collaborate during common planning to design and analyze (using the EQUIP protocol) content-area journal tasks that increase student writing proficiency.	Merkison, Armedra	10/21/2015	Common planning agendas Sample journal tasks Student journals with teacher feedback	6/10/2016 biweekly
G1.MA1	Administrators and coaches will review student data to measure improvements in instruction.	Gentry, Cindy	11/9/2015	Student Data from multiple sources (module assessments, Achieve 3000 Level Set Data, I-Ready progress monitoring data)	6/10/2016 biweekly
G1.B1.S1.MA1	Administrators will perform classroom walk-throughs and observations using the CAST rubric to determine improvements in pedagogy and instructional delivery.	Gentry, Cindy	9/9/2015	Walk through documents observation notes and feedback CAST Data	6/10/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Administration will participate in common planning and review agendas and notes.	Gentry, Cindy	9/9/2015	Common planning agendas and notes	6/10/2016 weekly
G1.B1.S2.MA1	Administrators will review and analyze data from CAST observations for Domain 3, conduct classroom walkthroughs to measure improvement in instructional delivery and use of instructional best practices		12/9/2015	CAST data Anecdotal from classroom visits	6/10/2016 quarterly
G1.B1.S2.MA1	Administration will participate in instructional rounds and debrief with teachers.		11/19/2015	Anecdotal notes from classroom visits Teacher reflection forms	6/10/2016 quarterly
G2.MA1	Discipline data Data from PBS team walkthroughs CAST Domain 2 data	White, Nikesha	11/4/2015	Student discipline data and data from Domain 2 of the CAST rubric will be evaluated.	6/10/2016 monthly
G2.MA1	Discipline data Data from PBS team walkthroughs CAST Domain 2 data	White, Nikesha	11/4/2015	Student discipline data and data from Domain 2 of the CAST rubric will be evaluated.	6/10/2016 monthly
G2.MA1	Discipline data Data from PBS team walkthroughs CAST Domain 2 data Gallup Poll Data	White, Nikesha	11/4/2015	Student discipline data and data from Domain 2 of the CAST rubric will be evaluated.	6/10/2016 monthly
G2.B1.S1.MA1	Administrators will monitor discipline data, classroom environment (CAST Domain 2), and collect data from common areas to determine improvements in school culture	White, Nikesha	11/18/2015	Discipline data reports Data collected from common area observations	6/10/2016 monthly
G2.B1.S1.MA1	Administrators will monitor data on usage of the program and number of points assigned	Gentry, Cindy	10/7/2015	Weekly Newsletters Hero Bulletin Board	6/10/2016 weekly
G3.MA1	Monitor Student assessment data from on-demand writing Use the EQUIP protocol to monitor the quality of journal tasks Analysis of student writing samples	Merkison, Armedra	11/14/2014	Increase in student rubric scores on writing Closer alignment of journal tasks	6/8/2015 biweekly
G3.B1.S1.MA1	Instructional Rounds Lesson Plan review Classroom Walkthroughs Teacher Reflection Forms	Gentry, Cindy	11/13/2015	Data from walk-throughs and teacher observations Data from Achieve 3000 2015 FSA Data from on-demand writing prompts Content Area student writing data and samples	6/10/2016 monthly
G3.B1.S1.MA1	Administration will participate in common planning, review common planning agendas, review student journals and teacher lesson plans and observe classroom instruction.	Gentry, Cindy	11/6/2015	Common planning agendas Student writing samples with teacher feedback Lesson Plans Data from teacher walkthroughs	6/10/2016 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 all faculty and staff utilize a system of positive behavior support, then discipline and school culture will improve.

G2.B1 Faculty and staff lack proficiency with strategies for positively impacting student behavior.

G2.B1.S1 All faculty and staff will utilize Hero K-12 to track the incidence of positive behaviors demonstrated by students.

PD Opportunity 1

Teachers will receive training on how to access the website and track student behaviors.

Facilitator

Cindy Gentry

Participants

All teachers and staff

Schedule

On 9/9/2015

G3. If teachers increase the use of purposeful, content-area writing in all content areas, then student achievement and proficiency will increase.

G3.B1 Teachers have limited understanding of strategies to embed purposeful writing in all content areas.

G3.B1.S1 Teachers will participate in a school wide district training on embedding writing in all content areas utilizing rubrics.

PD Opportunity 1

Teachers will participate in professional development on effective implementation of writing throughout all content areas.

Facilitator

Armedra Merkison Cindy Gentry Nikesha White K-2 ELA Specialist 3-5 ELA Specialist

Participants

Teachers (K-5) Instructional Support Staff

Schedule

Monthly, from 10/21/2015 to 10/21/2015

PD Opportunity 2

Teachers will receive training on how to interpret the state writing rubric for informational and opinion writing.

Facilitator

Cindy Gentry Armedra Merkison Nikesha White 3-5 Literacy Specialist

Participants

3-5 Teachers

Schedule

On 11/12/2015

PD Opportunity 3

Teachers will collaborate during common planning to design and analyze (using the EQUIP protocol) content-area journal tasks that increase student writing proficiency.

Facilitator

Cindy Gentry Nikesha White Armedra Merkison

Participants

K-5 Teachers

Schedule

Biweekly, from 10/21/2015 to 6/10/2016

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	Administrators and coaches will work with teachers during common planning each week.	\$0.00
2	G1.B1.S2.A1	Teachers will visit the classrooms of colleagues in and out of the school to observe quality instruction.	\$0.00
3	G2.B1.S1.A1	Teachers will receive training on how to access the website and track student behaviors.	\$0.00
4	G3.B1.S1.A1	Teachers will participate in professional development on effective implementation of writing throughout all content areas.	\$0.00
5	G3.B1.S1.A2	Teachers will receive training on how to interpret the state writing rubric for informational and opinion writing.	\$0.00
6	G3.B1.S1.A3	Teachers will collaborate during common planning to design and analyze (using the EQUIP protocol) content-area journal tasks that increase student writing proficiency.	\$0.00
Total:			\$0.00