

Saint Clair Evans Academy

5443 MONCRIEF RD, Jacksonville, FL 32209

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	95%

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	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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	30
Technical Assistance Items	31
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

To provide educational excellence in every classroom for every student, everyday at Saint Clair Evans Academy.

Provide the school's vision statement

To promote academic excellence and social responsibility.

School Environment

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

The school has engaged stakeholders (parents, students, teachers, dean, school counselors, therapist, community, etc.) in the process of assessing the current state of the cultural awareness and student-teacher relationships through surveys such as; The New Teacher Learning Project, Gallup Poll Survey, Title I surveys, and SAC Accreditation surveys. This data is used to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and to close the existing social justice/equity gaps and shared with the school's SAC Board, Student Council, school leadership teams and Shared Decision Team to determine next steps.

In addition, teachers have participated in books study such as "Equity Audits in the Classroom", "Understanding Poverty" and other professional development centered around culture. The school participates in cultural activities such as black history month. Students will have an opportunity to serve on the Student Council, a school leadership program. The school develops relationships with students by using a positive approach to school-wide discipline.

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

The school has developed and implemented a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum such as Second Step. Supplemental data driven small group counseling and supports are in place based on identified student need. The guidance counselor provides counseling, referral system supports to school-based and community resources. Teachers have support systems on campus that includes a full time dean, a full time counselor, and access to a full time Full Services therapist to help with those students who need additional support with behavior. Full Service is a neighborhood based collaboration designed to remove barriers to a child's academic success. Services include:

- behavioral intervention
- individual/ family counseling
- mentoring
- parental skills enhancement
- after school tutoring
- case management
- medical/ health services
- after school activities

Selected students participate in Big Brother/Big Sister Mentor program. The mentor supports their assigned student in social behaviors as well as academics. In addition students participate in: Anti-Bullying Programs

Second Step Curriculum

Class meetings

Each year the school has a theme to help promote school-wide unity. Our theme for 2015-2016 is "Welcome Aboard the Fantastic Voyage" where we Successfully Educate All Students. Students will be encouraged to AHOY. A- Always. H-Help. O-Others. Y-Yield Success.

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

All staff members participate in CHAMPS Classroom Management training. A program that is used to set behavior exceptions for each learning activity. The CHAMPS acronym is used to define detailed behavioral expectations. All classroom teachers are required to have an interactive CHAMPS chart in their classroom. In addition, students attend a school behavior assembly to review the school and district's student code of conduct as well as the SCEA Positive Rewards recognitions, such as: Star Student of the Week, quarterly behavior rewards for those students who have zero referrals, Star of the Month, citizenship awards, attendance awards and Green Day rewards for having an "A" for conduct. All staff members use positive feedback to reinforce behavior.

The school adheres to the DCPS Student Code of Conduct that defines the action steps to take with each child based on the code violation. Restorative Justice will be used to give students an opportunity, to resolve skills and build stronger relationships. The Dean will provide alternative approaches to discipline to reduce the number of students suspended.

In addition, the school has a SCEA School-wide Discipline Plan that defines common area behaviors. At the beginning of the year, teachers teach CHAMP lessons and each classroom uses a school-wide discipline chart to ensure that all students are treated fairly and consistently.

We have created a PBIS (Positive Behavioral Interventions and Supports) plan to define school-wide expectations that are aligned with the district's Student Code of Conduct.

We are also implementing the HERO plan

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 has a comprehensive guidance program and full time guidance counselor that schedules meetings with distinct staff and teachers to discuss students who are referred for social-emotional needs, academics, behaviors, or medical needs. In addition, the school has a school-wide MTSS team that meets on a biweekly basis to discuss students with barriers to academic and social success.

Mentors are assigned to students who have behavior concerns or the students are referred to Full Service schools and assigned a behavior specialist or if a child has medical need will assist the parent in getting the child to the doctor and help with the cost of medication. In addition, Full Service helps provide eye exams and glasses for those students who fail the vision screening.

The school has inclusion classrooms to support the students who have an individual education plan. ESE teachers support the student in the classroom to provide differentiated instruction, accommodations, and/or modifications.

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

Saint Clair Evans Academy implements an Early Warning Intervention and Monitoring System implementation process through Response to Intervention (RTI), which involves a complete cycle bi-

weekly meetings to ensure implementation at the school. The RTI process helps our school systematically:

- 1) identify students who are showing signs that they are at risk of failing reading or math (level 1 on FSA), have behavior major problems (suspensions), or attendance issues.
- 2) match these students to interventions to get them back on track for promotion; and
- 3) monitor students' progress in those interventions.

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	39	21	15	11	10	2	98
One or more suspensions	11	20	21	31	9	17	109
Course failure in ELA or Math	18	8	10	7	0	2	45
Level 1 on statewide assessment	0	0	0	111	70	75	256

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	10	3	5	6	2	1	27

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

Saint Clair Evans utilizes several interventions to improve the academic performances of the students identified by the early warning system. Those interventions include Response to Intervention for Math- enVisions Intervention Kit- provides the teacher with several interventions aligned with the enVision's curriculum. Number Worlds- games for students to use to build math skills. Guided Practice- where the teacher guides students through the skill giving student support until students can be released to complete skill on their own. Automaticity Activities- board and computer games students play to increase their speed in math fluency. I-Ready Math- individualized support on the computer to help each student improve skills then adjust students to the next level. Data based Math Centers- teachers' use each student data to create centers to strengthen math skills. Reading - Soar to Success- Guided reading instruction that includes all components in a prepackaged kit for teachers to use with students below grade level. Direct Instruction- Teachers use Reading Mastery, Phonics for Reading and Specialized Decoding kits to work with students below grade level. FCRR- created activities for teachers to place in centers for students to work on fluency, phonics, phonemic awareness and comprehension. Barton Reading and Spelling Systems, I-Ready, Reading Intervention, and Achieve 3000, behavior referrals, attendance referrals, guidance referrals, Full Service referrals and intervention plans, AIT meeting and correlations with the District Attorney's Office. In the RTI Team bi-weekly meetings we discuss each of the students' progress monitoring data in reading math, attendance, and behavior, we review and update the RTI plans as needed to identify if the student is progressing, needs another Tier of support, or needs to be recommended for MRT for further testing. Each grade level has an RTI team that meets monthly and determines interventions for students, and modifies existing RTI plans. Saint Clair Evans conducts data chats with parents and involves the parent and child in understanding each students' progress and shared responsibility included in an agreement.

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

Saint Clair Evans Academy involves parents in all aspects of its Title I programs which includes economically disadvantaged, disabled, limited literacy, and African-American. The School Advisory Council participates in the development, implementation, and evaluation of school level plans that include the School Improvement Plan and Parent Involvement Plan. Over 50% of the SAC members are non-employees. All parents are given the opportunity to review all plans and offer suggestions prior to approval. Their input is documented through the sign-in sheets and the minutes from the planning meetings, as well as all Parent Involvement meetings throughout the year. SAC, PTA, and Parent Involvement meetings will be held on the 1st Tuesday of each month. SAC will begin at 4:00 pm. PTA/Parent Involvement will start at 5:00 pm. Our goal is to increase participation by having all meetings on the same evening. Parent survey results are reviewed by SAC and parent involvement members to determine necessary changes.

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

SCEA has a part time business/parent liaison that helps the school build partnerships with the local school community. In addition, the school has formed an alumni association that helps support the vision and mission of the school by providing volunteers, tutors, donations, and parent involvement. The liaison responsibilities includes:

- Facilitating parent-school communication;
- Facilitating community agency referrals;
- Encouraging parent involvement in the school;
- Fostering trust between parents and the educational community;
- Fostering higher academic achievement through collaboration with school personnel.

The primary role of the Parent Liaison is to empower parents to become active participants in the education of their children. Targeted are those parents who:

- need help in determining how best to help their children;
- are infrequent participants in school activities;
- may need clarification of their role in the educational process; and
- need assistance in making connections and accessing services.

The school utilizes the district's Parent Academy to promote parental involvement and enhance student achievement through workshops and activities that provide tools to enhance parenting, advocacy and leadership skills.

The school works closely with Full Service Schools to help provide students with behavioral support, medical needs, glasses, and mini grants to provide awards and educational incentives.

Big Brother/Big Sister Mentoring program works with our school to provide role models for students who have social needs. The mentors help our students realize their potential and build their futures.

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
Polydore, Lawanda	Principal
Polk, Taylor	Instructional Coach
Richie, Natalya	Instructional Coach
Schaudel, Megan	Instructional Coach
	Guidance Counselor

Duties

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

Lawanda Polydore - Principal

Responsibilities: Observations/Evaluations, Supervise Paraprofessionals, discipline, textbooks, test coordinator, bus coordinator, plan and provide support with professional development, collect and analyze data.

Reading Coach - Christine Polk

Math Coach – Natalya Richie

Both coaches will:

-Implement the Coaching Cycle

-Research and provide content knowledge and resources to staff about learning and teaching in their content area– including: teaching strategies, modeling; assessment; research and provide information and guidance regarding a range of effective and innovative practices through various activities such as:

- * individual discussions (informal and formal);
- * coaching sessions;
- * demonstration lessons with pre- and post-discussion/analysis;
- * study groups; staff meetings; and professional development
- * Maintain paperwork consistently, appropriately and in a timely manner
- * Track data through progress monitoring, keep a data notebook
- * Use technologies in the teaching/learning process
- * Progress Monitor
- * Maintain the confidentiality of schools, teachers, and classrooms
- * Maintain supplemental materials
- * Implement district initiatives
- * Meet monthly with the district coaches
- * Administer and interpret assessment data to determine adequate progress
- * Determine those in need of supplemental or intensive intervention.
- * Become familiar with the administration and interpretation of in-depth diagnostic measures or additional assessments commonly used in the school

Reading Interventionist – Sandra Woodward and Megan Schaudel

- * The Reading Intervention Teacher will implement scientific-based reading research strategies to enable students to develop the competencies and skills to be successful readers
- * Provides individual and group instruction designed to meet individual needs and motivate students
- * Evaluates academic growth of students and maintains appropriate records
- * Communicates with parents through a variety of means

- * Identifies student needs and cooperates with other professional staff members in assessing and helping students solve learning problems
 - * Use appropriate core and supplemental intervention materials that align with district and state curriculum and provide Tier II and III Literacy support.
 - * Know how to use and implement a range of effective strategies, as well as analyze instruction
 - * Administer and interpret assessment data to determine adequate progress
 - * Determine those in need of supplemental or intensive intervention
 - * Become familiar with the administration and interpretation of in-depth diagnostic measures or additional assessments commonly used in the school.
- The leadership team participates in the shared decision process by sharing ideas with the school staff who then shares with their grade level to reach consensus, by collaborating and problem solving to, define a course of action.

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 Leadership Team will meet every other Wednesday morning to engage in the following activities; the team consists of one representative from each grade level, ESE VE teachers, the guidance counselor, administration, and reading interventionist: The purpose of the team is to:

- Review/analyze data in content areas
- Look at student work
- Identify students at risk
- Share best practices
- Problem solve
- Identify professional development needs
- Work on building consensus and increasing infrastructure
- Evaluate implementation of RTI and Gradual Release Model
- Plan for professional development

In addition the Leadership Team which includes the principal, assistant principal, school instructional coaches meets biweekly to monitor the process of CPST teams, grade level teams, professional learning teams as well as monitor the systems in place and determines next steps.

Collaborative Problem Solving Teams will meet biweekly. The Problem Solving Model will be used 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 (supplemental or intensive). 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. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, MTSS Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

The MTSS Leadership Team developed a CPST form for all teachers to use that details the Problem Solving Model. The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

Title I resources will help participating children meet the state's challenging student academic achievement standards expected for all children. The majority of the money will be used for teaching

positions; a reading interventionist, math interventionist, a parent volunteer, and business liaison. The parent volunteer liaison oversees the Parents Recourse Center. The Parent Resource and Title I Parent Involvement Center is a source of support and information for parents and families, to offer parents encouragement and support, and to share ways to work as a team with the child's school so the child can be prepared for his or her future. Workshops are provided on a variety of topics which may include Elementary School Success, Helping Your Child with Reading, Organizational and Study Skills, Understanding Special Education, and more. The center will be available to parents during the hours of 8:00-1:00.

The school participates in the Breakfast in the Classroom Program. In addition, the school was chosen to be a part of the Community Eligibility Program that provides free lunches to all students; parents do not have to complete a lunch application under this program.

When SAI dollars become available the dollars will be used to purchase tutors to provide support for students who scored a Level 1 or Level 2 on the 2015 FCAT.

Title I dollars will be used for field trips as an educational tool. To help teachers reinforce lessons and use exciting experiences to engage students. To all students to observe a system not available in the classroom.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lawanda Polydore	Principal
Sharon Banks	Business/Community Student
Helena Washington	Parent
Ebony Shiloh	Parent
Soittis Jackson	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 SIP is reviewed quarterly during the school year to ensure that progress is being made. Formative data is shared to progress monitor goals. At the first meeting in September, summative evidence is shared with the SAC Board to determine if the objectives were met. We identify the chief causes of the data that is low in an area and the SAC members provide suggestions, make recommendations, and offer support based on the evaluation.

Development of this school improvement plan

SAC committee members were invited to attend the district SIP training. The SAC Board will be given an opportunity to provide input to the SIP plan at the first meeting that will be held the second Thursday in September. Upon review, a meeting will be scheduled to give parents time to give input and add additional strategies. The SAC assists in the developing and evaluating of the school improvement plan at the beginning of the year and is reviewed at middle of the year to ensure that progress is being made with all goals.

Preparation of the school's annual budget and plan

The school's budget for the rising school year is shared with the SAC at the last meeting in June. In October 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

The school improvement funds were used to purchase agendas for the 2015-2016.

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
Polk, Taylor	Instructional Coach
	Principal
Polydore, Lawanda	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative is to reduce the achievement gap by focusing on the core curriculum and raising the percent proficient in reading by 3%. Specific professional development for the staff will include: The implementation of the Florida State Standards in K-5 grades, inquiry based instruction, use of Achieve 3000 in grades 3-5, I-Ready Reading in grades K-5, Barton Reading and Spelling System in grades K-2, close reading/text complexity, focus on Florida State Standards Writing, and training of new district reading initiatives.

In addition, the team will monitor the progress of all subgroups and identify critical needs based upon the reading data. To develop a plan to incorporate literacy across all curriculum including technology. Implementation of the Million Word Campaign. Provide targeted staff development in reading and RTI. Ensure the delivery of the core program with fidelity, intensity, and passion. To provided professional development in the area of Instruction, curriculum & assessment; and support the facilitation of the examining student work

Professional Learning/Collaboration .

In addition, the team will organize Literacy Week and plan activities for the Reading Celebration.

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

SCEA encourages a positive working relationships with teachers through Shared Decision, Sunshine Committee, and Professional Learning Communities, The master schedule has been designed to provide consistent time for teachers to meet in common planning. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through

collaboration.

In addition, all DCPS schools are participating in the New Teacher Learning Project. The TNTP helps public schools, districts and states nationwide advance excellent instruction in four key areas. All staff members took a survey in the spring of 2015. This data is being used to create a strategic plan to work on school culture.

A Gallop Survey was given to all stakeholders to provide additional data in improving the school learning environment and school culture. This data will also be used to create a plan to address the areas of improvement and build on the areas of strength..

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

SCEA will recruit new teachers by marketing the school and creating a positive image in the community.

The school will follow district procedures for interviewing new candidates and the hiring process.

Saint Clair Evans Academy supports new teachers with a mentor program. These staff members are paired with an experienced teacher who is CET trained and have proven results. In addition, teachers who are new to the building are assigned a mentor to help support them. Taylor Polk, the school Professional Development Coordinator, leads the school's mentor program.

In addition, leadership and growth opportunities are provided for teachers. Teachers have opportunities to participate in the school leadership team; participate in professional learning communities; and participate in challenging and enriching activities, such as curriculum planning, mentoring, academic coaching, action research, and technology integration. This is led by school administration, Wanda Reese Principal and Lawanda Polydore assistant principal, and PLC Leads.

Another strategy to retain effective teachers is to provide and cultivate collaboration in the school; to give time for teachers to collaborate, reflect and develop plans to improve on daily; and to provide teachers with an opportunity to provide feedback and solicit it in problem solving for the school. School administration, and coaches are responsible for monitoring this process.

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

The beginning teachers at Saint Clair Evans Academy participate in the district's MINT Program (Mentoring and Induction for Novice Teachers). This process is led at the school level by our PDF (Professional Development Facilitator) Christine Polk. Teachers are assigned a mentor. These mentors are CET trained, have proven data that documents student growth, and have a desire to mentor new teachers. In addition, must have a minimum of three (3) years of successful teaching experience, hold a Professional Certificate, highly skilled with high expectations for students, evidence of outstanding instructional practice, strong interpersonal skills, have strong knowledge of content, have methods that support high standards, and are willing to commit to personal professional growth and learning through participation in professional development activities. The teachers and mentors participate in biweekly meetings with the PDF to train and review the requirements for the beginning teacher program.

Requirements of the program include for the beginning teacher(s) are:

- * Complete Novice Teacher Self-Assessment.
- * Conduct two observations of an effective teacher using the MINT Focus Observation Instrument (one each semester).
- * Participate in the principal's Initial Screening (1st CAST) observation cycle which will be conducted within the first 45 days of hire.
- * Implement a novice teacher individual professional development plan (NT IPDP) that includes professional learning objectives and planning/instructional strategies to support demonstration of the Florida Educator Accomplished Practices.
- * Participate in two observation cycles by a member of the support team that include pre and post conferences (observations should occur during first and second semesters).
- * Complete CHAMPS class and follow-up requirements.
- * Complete DCPS Code of Ethics class.

* Attend school-based MINT meetings.

* Obtain the principal's verification of satisfactory demonstration of competency in the Florida Educator Accomplished Practices upon completion of the NT IPDP requirements.

Beginning teachers will have an opportunity to observe in other classrooms, schools, and collaborate with their peers. Training will be provided in Focus (the school grade book program), Performance Matters (district data program), Teachers will also participate in professional learning communities to collaborate with their peers on lesson plans and teaching strategies.

In addition, teachers who are new to the school, but have classroom experience are paired with a peer to help provide support to acclimate them to the school and district procedures.

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

The instructional programs and curriculum are adopted and supported by Duval County Public Schools. The district provides schools with Learning Guides that are written by teachers and district specialists and are fully aligned to Florida Standards. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Grade levels meet biweekly to review data and use the Collaborative Problem Solving Model to create MTSS/RTI intervention plans for the students who are not responding to core instruction. An additional 30 minutes of reading instruction is scheduled during the ELA block to provide intensive support for students who are below proficiency based on district required assessments, iReady Reading & Math, Curriculum Guide Assessments for grades 2-5 grade, and DAR. Reading and math instruction is differentiated based on individual learning needs. In addition, teachers use differentiated data driven centers to provide additional practice. Student goals are frequently assessed using formative assessments and district assessments are given quarterly.

Students who have IEPs are given the appropriate accommodations and modifications based on their individual plans such as: giving the student extra time to complete assignments or tests, breaking up testing over several days working in a small group or working one-on-one with the classroom or VE ESE teacher.

The Barton Reading & Spelling System a one-on-one tutoring system will be used by the Reading Interventionist for the lowest students to provide intensive support in spelling, reading, and writing skills for students who struggle or have been identified with a learning disability; 63 students have been identified.

The school 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

- Scheduling 150 minutes of reading instruction/ ELA
- Providing an extended learning hour, during this hour teachers provide explicit reading instruction
- Using Intensive instruction based on student needs during RTI
- Providing Instruction that is aligned with the Language Arts Florida Standards for their grade level
- Using classroom resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- 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 reading levels
- Students receiving push-in/pull out services for ESE
- Providing LLI (Leveled Literacy Intervention) instruction in K-2
- Providing Process and Strategy charts for reminders of teaching

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Extended Learning Day

Grades K, 1, 2 - This program is designed to provide differentiated intensive reading support to help students achieve grade-level competency. All teachers (with the exception of two beginning teachers) have been trained and have the curriculum in their classrooms. Leveled Literacy Intervention System (30 Minutes.) K - focus on phonemic awareness, phonics, recognizing a set of high frequency sight words, vocabulary, oral language development. 1st -2nd grades – focus on phonics/word analysis, fluency, vocabulary, reading comprehension. Grades 2 - SRA Corrective Reading (Decoding 30 Minutes). To provide intensive support in decoding with individual placement and careful progression of skill development through direct instruction. Grades 3-5 - Teachers will use the Blended learning including Achieve 3000, Phonics to Reading, and SRA Corrective Reading. The phonics instruction will be used to help students construct the meaning of text. This program uses strategic reading within a gradual release framework. The Toolkit focuses on reading, writing, talking, listening, and investigating, to deepen understanding of nonfiction texts. With a focus on strategic thinking, the lessons provide a foundation for developing independent readers and learners. Based on the 2015 data 93% of our third graders who are now fourth graders performed below level on nonfiction text and 89% of our fourth graders, now fifth graders, scored below standard. This program is designed to help kids negotiate informational text, to think about what they are reading, and to hold that thinking so that they understand, remember, and use it. Teachers have the materials and the majority of the teachers have been trained. In addition, the Common Core standards have been aligned with each lesson.

Strategy Rationale

37% of our students are proficient in reading, therefore; students need additional support in reading to work on mechanics of reading and comprehension.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Polydore, Lawanda, hill1@duvalschools.org

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

K-2 teachers will track reading completing running records to monitor reading level advancement. As well, as mini assessments to check for progress in phonics, phonemic awareness, and sight word recognition.

3-5 teachers will give mini assessments for each toolkit lesson that is aligned with the benchmark being taught.

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

Saint Clair Evans Academy has one VPK unit with 18 students with one teacher, and one highly qualified paraprofessional. The VPK classes are part of the Duval County Pre-K Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of the family. Child Find is available to assist families of preschoolers with low readiness rates..

Kindergarten teachers work closely with VPK teachers and families to insure a smooth transition into Kindergarten. In the spring, our school sends home fliers with all students K-5 announcing Kindergarten Round-up to encourage parents to register their children for Kindergarten classes for the upcoming school year. New kindergarten families are supported in their transition to school by being offered the opportunity to ask questions. Other important information is sent home via newsletters and flyers to our VPK and Head Start students and families announcing upcoming events and expectations for school.

Saint Clair allocates funds from our Title I budget to implement activities to help with the transition into Kindergarten. Parent surveys and evaluation components are used to evaluate the quality and effectiveness of the plan and transition programs. VPK teachers and the receiving Kindergarten teachers are highly instrumental with this transition. Parents are invited to attend parent workshops and are given information about our Parent Resource Center.

During the first forty-five days of school, Kindergarten students are screened using FLKRS, DAR, and CGAs. This data is used to indicate the students' development and readiness for school as well as the effectiveness of the transition plan.

There are approximately 90 Kindergarten students at SCEA. Twenty percent of them attended the Pre K program the previous year. Testing results indicate that most of the students that had the benefit of the VPK program are on grade level, those that are below grade level show evidence of possible disabilities. Those that did not attend a VPK program arrive below grade level, sometimes as much as one to two years.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

- .

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers engage and implement plans created during Common planning then students will increase achievement in all core academic subjects.

- G2.** If teachers implement strategies found within the PBIS (Positive Behavior Intervention and Supports) plan, then the number of disciplinary infractions will be reduced.

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 engage and implement plans created during Common planning then students will increase achievement in all core academic subjects. 1a

G071746

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	59.0
AMO Math - All Students	65.0
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- 1. Curriculum Guides with Embedded Module Assessments 2. PLC Meetings 3. i-Ready (K-2, identified 3-5) 4. Ready Florida LAFS 5. Reading/Math Coach (School Site and District) 6. Common Planning 7. Team Up 8. Achieve 3000 9. DAR/TTS 10. Reading Interventionists 11. Teacher Academy 12. Heggerty 13. Barton Reading and Spelling Systems 14. Extended Learning Day 15. Highly Qualified Teachers 16. Professional Development including Early Release Day Trainings 17. Gizmos 18. iReady FSA Toolbox 19. Science Lab 20. Science District Coach 21. Duval Math/Reads Curriculum Resources

Targeted Barriers to Achieving the Goal 3

- Novice teachers and lack of experience with implementation of the new instructional framework with Duval Reading, Math and Expeditionary Learning.

Plan to Monitor Progress Toward G1. 8

This goal will be progress monitored by using data from i-ready growth monitoring reports, performance tasks, interactive journal entries, topic and standard assessments, module assessments, monthly Achieve 3000 reports, teacher created assessments, gizmos and student work.

Person Responsible

Lawanda Polydore

Schedule

Monthly, from 8/25/2015 to 5/29/2016

Evidence of Completion

data, student work, CAST observations, student feedback

G2. If teachers implement strategies found within the PBIS (Positive Behavior Intervention and Supports) plan, then the number of disciplinary infractions will be reduced. 1a

G071747

Targets Supported 1b

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

Discipline incidents

Resources Available to Support the Goal 2

- 1. PBIS plan 2. School-wide common area rituals and routines lesson plans 3. CHAMPS resource materials and professional reading 4. Tough Kid Toolbox 5. District/school level professional development 6. Full service school resources 7. Guidance counselor/small group for social skills training 8. Behavior Dean 10. HERO incentive program 11. Collaborative Problem Solving Teams 12. Community Mentors

Targeted Barriers to Achieving the Goal 3

- Lack of consistent implementation of strategies defined and described in the school's PBIS plan

Plan to Monitor Progress Toward G2. 8

PBIS Team will analyze disciplinary data, HERO reports and school wide CHAMPS implementation

Person Responsible

Delbra Walthour-Easton

Schedule

Monthly, from 10/29/2015 to 6/10/2016

Evidence of Completion

HERO reports, disciplinary data from FOCUS reports, notes feedback from classroom observations/walk-throughs

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 engage and implement plans created during Common planning then students will increase achievement in all core academic subjects. **1**

 G071746

G1.B1 Novice teachers and lack of experience with implementation of the new instructional framework with Duval Reading, Math and Expeditionary Learning. **2**

 B187042

G1.B1.S1 Common planning with instructional coaches and district specialists **4**

 S198463

Strategy Rationale

To break down standards as well as support teachers with implementation of the new curriculum and framework

Action Step 1 **5**

Lesson study utilizing "Leverage Leadership Book" with leadership/coaches.

Person Responsible

Lawanda Polydore

Schedule

Biweekly, from 10/23/2015 to 6/10/2016

Evidence of Completion

Leadership meeting minutes, observations of coaches

Action Step 2 5

Dedicated time weekly with a specific agenda for teachers during Common planning.

Person Responsible

Taylor Polk

Schedule

Weekly, from 10/29/2015 to 6/10/2016

Evidence of Completion

Common planning agenda/minutes, lesson plans, classroom walkthroughs

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

Review Collection of meeting forms, lesson plans, academic coach meetings

Person Responsible

Lawanda Polydore

Schedule

Weekly, from 10/29/2015 to 6/10/2016

Evidence of Completion

Meeting forms, lesson plans, minutes from coaching meetings, student work

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

Teacher reflections, student data, surveys

Person Responsible

Natalya Richie

Schedule

Weekly, from 10/30/2015 to 6/10/2016


Evidence of Completion

post observations, data chats, survey results

G2. If teachers implement strategies found within the PBIS (Positive Behavior Intervention and Supports) plan, then the number of disciplinary infractions will be reduced. **1**

 G071747

G2.B2 Lack of consistent implementation of strategies defined and described in the school's PBIS plan **2**

 B187047

G2.B2.S1 All teachers will be trained in CHAMPS and implementation will be monitored. **4**

 S198469

Strategy Rationale

CHAMPS is a research based, district required behavior management program

Action Step 1 **5**

Teachers who have not been previously trained in CHAMPS will attend a school based or district level training.

Person Responsible

Lawanda Polydore

Schedule

On 6/10/2016

Evidence of Completion

Lesson plans, CAST observations, informal and formal observations, focus walks

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

Teachers will be trained in CHAMPS and fidelity of implementation will be monitored to ensure all K-5 teachers are consistently and effectively utilizing the strategies.

Person Responsible

Lawanda Polydore

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson Plans, Agendas, Observational Data, CAST Evaluations, Classroom Artifacts

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

Classroom Walk-Throughs, Classroom Observations, Hero Reports, School Discipline Referrals, CHAMPS Artifacts

Person Responsible

Delbra Walthour-Easton

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans, focus walk data, and feedback forms

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	Lesson study utilizing "Leverage Leadership Book" with leadership/coaches.	Polydore, Lawanda	10/23/2015	Leadership meeting minutes, observations of coaches	6/10/2016 biweekly
G2.B2.S1.A1	Teachers who have not been previously trained in CHAMPS will attend a school based or district level training.	Polydore, Lawanda	10/29/2015	Lesson plans, CAST observations, informal and formal observations, focus walks	6/10/2016 one-time
G1.B1.S1.A2	Dedicated time weekly with a specific agenda for teachers during Common planning.	Polk, Taylor	10/29/2015	Common planning agenda/minutes, lesson plans, classroom walkthroughs	6/10/2016 weekly
G1.MA1	This goal will be progress monitored by using data from i-ready growth monitoring reports, performance tasks, interactive journal entries, topic and standard assessments, module assessments, monthly Achieve 3000 reports, teacher created assessments, gizmos and student work.	Polydore, Lawanda	8/25/2015	data, student work, CAST observations, student feedback	5/29/2016 monthly
G1.B1.S1.MA1	Teacher reflections, student data, surveys	Richie, Natalya	10/30/2015	post observations, data chats, survey results	6/10/2016 weekly
G1.B1.S1.MA1	Review Collection of meeting forms, lesson plans, academic coach meetings	Polydore, Lawanda	10/29/2015	Meeting forms, lesson plans, minutes from coaching meetings, student work	6/10/2016 weekly
G2.MA1	PBIS Team will analyze disciplinary data, HERO reports and school wide CHAMPS implemenatation	Walthour-Easton, Delbra	10/29/2015	HERO reports, disciplinary data from FOCUS reports, notes feedback from classroom observations/walk-throughs	6/10/2016 monthly
G2.B2.S1.MA1	Classroom Walk-Throughs, Classroom Observations, Hero Reports, School Discipline Referrals, CHAMPS Artifacts	Walthour-Easton, Delbra	8/24/2015	Lesson plans, focus walk data, and feedback forms	6/10/2016 monthly
G2.B2.S1.MA1	Teachers will be trained in CHAMPS and fidelity of implementation will be monitored to ensure all K-5 teachers are consistently and effectively utilizing the strategies.	Polydore, Lawanda	8/24/2015	Lesson Plans, Agendas, Observational Data, CAST Evaluations, Classroom Artifacts	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.

G1. If teachers engage and implement plans created during Common planning then students will increase achievement in all core academic subjects.

G1.B1 Novice teachers and lack of experience with implementation of the new instructional framework with Duval Reading, Math and Expeditionary Learning.

G1.B1.S1 Common planning with instructional coaches and district specialists

PD Opportunity 1

Dedicated time weekly with a specific agenda for teachers during Common planning.

Facilitator

Coaches (Math and Reading)

Participants

Teachers

Schedule

Weekly, from 10/29/2015 to 6/10/2016

G2. If teachers implement strategies found within the PBIS (Positive Behavior Intervention and Supports) plan, then the number of disciplinary infractions will be reduced.

G2.B2 Lack of consistent implementation of strategies defined and described in the school's PBIS plan

G2.B2.S1 All teachers will be trained in CHAMPS and implementation will be monitored.

PD Opportunity 1

Teachers who have not been previously trained in CHAMPS will attend a school based or district level training.

Facilitator

District Professional Development Facilitator

Participants

K-5 Teachers

Schedule

On 6/10/2016

Technical Assistance Items

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